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ABSTRACT

Selected aspects of the Adult Basic Education Program of the State of New York are evaluated, and the program's effectiveness in providing basic education that is suited to the capabilities, problems, interests, and needs of the adult participants is assessed. The evaluation and assessment are presented in three parts: Part I provides the setting for the study; establishes the parameters; describes the research design; and highlights the findings, conclusions, and recommendations; Part II consists of a description and analysis of the program in terms of the students, their characteristics, and factors related to their success or achievement; and Part III provides a current description and analysis of the program in the areas of instruction and instructional technology, methods and materials, use of human and physical resources, program development and coordination, management and supervision, and staff development. (Author/DB)

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AN EVALUATION of ADULT BASIC EDUCATION in the STATE OF NEW YORK

CONDUCTED FOR
THE DIVISION OF CONTINUING EDUCATION
STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK

BY

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IN THE

STATE OF NEW YORK

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The Division of Continuing Education
State Education Department
The University of the State of New York

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PREFACE

Now that the evaluation report is in its final form, the members of the evaluation team wish to express their appreciation to the State staff, the local directors and supervisors, the ABE counselors and teachers, and the many students who contributed their time, energy and experience to make this study possible.

Without exception, we found the personnel responsible for ABE to be open, forthright and sincere in their desire to help us take a "hard" look at the quality and effectiveness of their programs. In turn we have made every possible attempt to maintain the rigor, discipline, and objectivity required to provide an impartial examination and appraisal of the program.

Reliable and valid social survey procedures were followed in all phases of data collection, and the analysis and interpretation of hard data were undertaken by staff members who remained detached from the observational and interview aspects of the study. Consequently, we believe that the following report presents an impartial and unbiased view, that it accurately reflects the strengths as well as the weaknesses of the overall program, and that it provides a knowledge base for improving and strengthening Adult Basic Education in the State of New York.

We are especially appreciative of the helpful and cooperative efforts by Monroe C. Neff, Director of the Division of Continuing Education; Alfred T. Houghton, Chief; and Neil Carr, Acting Chief of the Bureau of Basic Continuing Education; Joseph Winfrey, Coordinator of Federal Adult Basic Education. New York City; James Warren, Director of Welfare Basic Education, New York City; Mrs. Gladys Alesi, Director, WIN, New York City; and the following Directors and/or Coordinators of Adult Basic Education:

Mrs. Doris Moss, New York City; Mrs. Joan O'Gorman, Yonkers; Edwin Agresta, Schenectady; Garrett Murphy, Albany; Jerry Franciosa, Niagara Falls; Jerry Yavno, Buffalo; Bill Jacques, Syracuse; Elliott Lethbridge, White Plains; Don Montano, Utica; and Miss June Rousseau, Rochester.

PART I

SCOPE OF THE EVALUATION

CHAPTER I

INTRODUCTION

This report is presented in three parts. Part I provides the setting for the study, establishes the parameters, describes the research design and highlights the findings, conclusions, and recommendations.

Part II consists of a description and analysis of the program in terms of the students, their characteristics, and factors related to their success or achievement. This phase of the study was conducted primarily to establish base line data and to identify trends and changes which have occurred over a four-year time span.

Part III provides a current description and analysis of the program in the areas of instruction and instructional technology, methods and materials, use of human and physical resources, program development and coordination, management and supervision, and staff development.

Results

Following are the highlights of the study in terms of strengths, areas for improvement, innovations, and recommendations.

Strengths

1. Exceptionally dedicated, enthusiastic, and profesionally competent staff at all levels of operation.

2. Target audience is being reached in terms of low level jobs held by or unemployment among participants.

3. Excellent coordination of related community services and reciprocal referral practices--particularly in the larger centrally-located facilities.

4. An increase over the past five years in rate of completion among participants and a decrease in the rate of dropout. In other words the overall program is

increasing in effectiveness in terms of higher completion and lower dropout.

5. A large majority of students who drop out do so for non-program related reasons.

6. ABE programs as they now operate offer a great deal in terms of academic achievement for those who participate on a regular basis. There has been a slight increase in rate of growth (two grade levels or more) per 100 hours of instruction over the past four years.

7. The adoption and implementation of learning labs has enhanced the effectiveness of the program in terms of attendance and rate of learning.

8. The trend toward the employment of full-time administrators, teachers and aides has measurably increased program effectiveness in the areas of recruitment, attendance, dropout and student achievement.

9. Nearly all programs have high levels of individualized instruction.

10. The expanding practice of employing former students and neighborhood residents as paraprofessionals and of seeking greater ethnic and racial representation among the professional staff has greatly improved the practice, quality, and relevancy of ABE in the larger programs.

Areas for Improvement

1. There is a definite trend toward lower enrollments and unless funding levels are increased this trend is likely to intensify.

2. The program enrolls a disproportionately high number of females in each racial and ethnic group. This disparity is a serious one--particularly among Blacks.

3. There is a trend toward declining participation among those at the lowest educational level, i.e., sixth grade level and below.

4. There is a trend toward declining daily attendance in the overall program.

5. Local directors and coordinators are frequently overworked, unnecessarily burdened with administrative trivia and antiquated budgeting requirements. They also suffer from lack of adequate office assistance, equipment and space.

6. Counseling resources are in short supply and most programs suffer because of inadequate number of full-time, trained staff in this area.

7. Outreach centers are generally poorly equipped and inadequate in terms of facilities. They are decreasing in number which further restricts the program in terms of serving the lowest educational and income levels.

8. Child-centered and non-adult materials are still being overly used in certain programs.

9. A few programs are staffed without regard to ethnic or racial representation from the instructional and paraprofessional levels through the administrative level.

10. Generally, the curriculum (although highly individualized in terms of learning methods and materials) is not relevant or pertinent to the pressing problems and needs of the adult learners, i.e., there is too much emphasis on academics or on subject matter for its own sake.

11. The quality of equipment, materials, facilities and instruction is usually inversely related to distance from the central facility. In other words, the closer programs are located to staff headquarters or central learning labs, the more likely they are to be adequate in these terms.

12. Smaller programs operated by part-time staff have serious enrollment and attendance problems.

13. The collection and condensation of test scores purporting to measure reading comprehension, vocabulary development, and numerical ability raises serious questions about the validity of the overall achievement data developed at the state level.

Innovations

1. Extremely effective use of student government and advisory committees to facilitate policy making, evaluating teacher competence, maintaining morale, recruiting, follow-through and as a device for teaching and practice in social and interpersonal responsibilities.

2. Contributions to the orientation and in-service development of social workers by the ABE administrative staff to establish more viable linkages between welfare and ABE with the individual student as the focal point of concern.

3. Providing office and counseling space for Employment Agency personnel within the ABE center to facilitate realistic and effective occupational counseling and job placement or upgrading.

4. Effective use of group counseling as a part of the instructional process to reduce alienation, develop self-concepts and acquire the skills of democratic leadership.

5. The establishment of a readily accessible taxonomy of useful and relevant ABE materials classified by subject matter, cognitive complexities and interest or problem areas.

6. The practice of selecting teachers on the basis of probability of success in ABE and then giving them a trial period or pre-employment overview before committing them to the program.

7. The establishment of effective and relevant ABE programs in institutions such as county jails, hospitals, industrial organizations, etc.

Recommendations

In view of the foregoing overview of strengths, weaknesses, and innovations the following recommendations are offered for improving various elements in ABE as it presently operates through Title III programs in the State of New York. (More specific suggestions for program improvement are made in the text of the report in Parts II and III.)

1. That increased funding be sought and more efforts directed toward combining various types of ABE programs which are now in operation.

2. That efforts be made to employ more staff on a full-time basis, that each city have a full-time coordinator, and that more resources be directed toward the work overload facing local administrators.

3. That the areas of innovations identified and described in this report be implemented throughout the entire system.

4. That new, creative and intensive efforts be made to recruit more males (especially those of minority groups) and lower educational level participants.

5. That more reality-centered and adult problem oriented curricula be established to further the goals of ABE and to increase rates of attendance.

6. That dropouts be redefined to include only those who leave for program related reasons, i.e., dissatisfaction, failure experience, low motivation, etc.

7. That programs be evaluated and designed on the basis of behavioral changes (practical skills) sought among the participants rather than on child-centered models of grade level gain, subject matter learned, etc.

8. That teachers be given intensive in-service training to enhance their competence in using a wide range of adult education methods designed to functionalize learning around the interests, problems, needs and wants of the learners.

9. That resources, when available, be directed toward establishing mini-labs and more outreach centers.

10. That programs of ABE in institutions (jails, hospitals, industries, etc.) be expanded.

11. That action research be undertaken to better adapt ABE materials and practices to the rapidly expanding programs for non-English speaking adults.

12. That all programs begin or expand the use of student and community advisory committees and neighborhood recruiters to reverse the trend toward declining enrollments.

13. That informal inventories be used more frequently in assessing student abilities and in making decisions on placement. That standardized achievement tests be restricted for the purpose of establishing group gains or norms, and that uniform testing procedures be established throughout the state system.

14. That learning lab and classroom activities be more systematically and effectively coordinated to achieve greater continuity in student activities and performance.

15. That the administration of ABE convey to all interested parties that present ABE programs are much more effective than past or present childhood education programs in terms of motivation to participate, motivation to learn, holding power and rate of learning. It is not suggested that these points be made to demonstrate superiority of performance, but to indicate that innovations and discoveries are being made in ABE which have many implications for improving the education of children and youth.

CHAPTER II

BACKGROUND AND PURPOSE

Adult Basic Education represents this nation's greatest single experiment in adult education. Unprecedented sums (for adult education at least) have been appropriated to numerous federal agencies for the basic education of under-educated, under-employed, and otherwise disadvantaged adults. The urgent and critical need for expanded, reality centered, effective adult basic education programs is amply documented by Congressional Record, Reports of National Advisory Committees, the decay of our central cities, the spread of rural slums, the shortage of highly skilled manpower, the 13 million adults who cannot effectively read a newspaper, and the more than 24 million American adults who function below the eighth grade ability level!

Basic education essential to a productive and responsible citizenry must provide and build upon the literacy and learning skills of reading, writing, computation, effective oral communication, and the skills of critical thinking. As the participant acquires the foregoing competencies he needs opportunities to acquire the essential knowledge and skills for competence as worker, parent, consumer, manager of resources and responsible citizen.

The U. S. Office of Education has been given a prime responsibility for engaging the poor, the alienated, the educationally and socially disadvantaged in significant learning experiences which will lead to meaningful employment, positive self concepts, enhanced information processing capacities and increased intellectual, social, family, personal, and civic competence. To fulfill this responsibility, the Office of Education has implemented action programs in the 50 states and territories and established a variety of special demonstration projects in ABE. To date less than ten per cent of the target audience has been reached by these programs.

Although some form of adult basic education has been ongoing for over 100 years, its phenomenal growth nationwide in the past five years was activated by a belated recognition that functional illiteracy was widespread, that it was inexorably linked with poverty, and that it was a major impediment to the social and economic well-being of the disadvantaged. The continuous evaporation of unskilled job categories requiring minimal educational preparation also added to the difficulties of the disadvantaged. Recognition of these factors led to Federal funding of adult basic education through programs under the auspices of the Office of Economic Opportunity, the U. S. Office of Education, and the Department of Labor.

It was perceived that upgrading of reading, computational, and other social living skills was necessary if the adult illiterates were to be moved out of dependency or underemployment into satisfactory income-producing employment. In fact, there was fairly universal agreement that a frontal attack on functional illiteracy was necessary, but many questions arose when large ABE programs were about to be implemented. Who was prepared to teach, administer, and supervise ABE? What kinds of curricula and materials should be utilized? What kind of testing program would be valid? Where should classes be held and for how long? How should the programs be organized; what kinds of controls, structures, and communication mechanisms were needed? How could disadvantaged adults be recruited and their continuous attendance be assured? What kinds of linkages were needed with community organizations for supportive services and with service organizations for basic needs?

It was found at the onset of these programs that a large proportion of this target population was different from that involved traditionally in adult education and Americanization programs. They were not immigrants eager to learn a new language, or highly motivated workers attending night school to upgrade their skills, nor were they high school dropouts seeking a few credits to meet college entrance requirements. They represented the unemployed or underemployed, the welfare recipient, and the disillusioned high school dropout and the socially alienated members of society. They were largely native born, undereducated, underskilled, and many were recent migrants from agricultural communities to our urban centers. They also represented a large group from an ethnic minority, poorly motivated, disorganized, who did not respond very well to recruitment via mass media channels. Most were found to be several years behind in basic education skills.

It was learned that various traditional teaching methods and materials were not applicable to this population. It was also discovered that a whole gamut of supportive services had to be extended to the students to enable them to attend and maintain attendance in classes. Furthermore, it was found that the standardized testing instruments developed for public school children did not accurately reflect their achievement levels or progress. Cognitive gaps, visual and perceptual difficulties, fear of failure and testing, and cultural differences were impediments to achievement on standardized instruments. These also militated against them when they applied for jobs in the private or public sector, or for apprenticeship or MDT training slots where screening and testing was mandated; they were invariably screened out.

These and other significant findings challenged the thinking of adult educators. They led, in varying degrees, to the development and use of new materials, both programmed and semiprogrammed; to the use of new educational hardware and visual aids, to a search for new instruments for testing and diagnosis, to new patterns of classroom grouping and individualized approaches to instruction; to the recruitment and utilization of paraprofessionals; to the emphasis on preservice and inservice training of ABE instructors and supervisory personnel on national, State and local levels; and to the evaluation and revision of program structure.

To what degree this challenge has been met in the State of New York by the adult basic education programs of the State Education Department becomes a valid subject of inquiry based on two important and logical premises:

1. The Division of Adult Education Programs of the U.S. Office of Education has mandated that statewide evaluations of ABE programs be undertaken.

2. The Division of Continuing Education in the State Education Department of New York has a proprietary interest in assessing how the funds with which it has been entrusted have been used, how its program guidelines have been implemented, and the impact the various programs have had upon participants.

The purpose of this study is to evaluate selected aspects of the Adult Basic Education program in the State of New York and assess its effectiveness in delivering meaningful basic education suited to the capabilities, problems, interests, and needs of the adult participants.

The scope of the evaluation will encompass program effectiveness at state and local levels as reflected in the achievement of program objectives and the effectiveness of the means used to accomplish these objectives.

In terms of outcome it is anticipated that the evaluation will contribute to:

1. Identifying strengths and weaknesses in the program

2. Improving the quality of the program through rational and constructive change

3. Providing data pertinent to educational accountability

4. Providing a basis for improved in-service training activities

5. Establishing base line data for ongoing assessments and future evaluations

6. A more useful theory of and improved practice in adult education

7. Informing particpatns, staff and the general public about ABE in New York

CHAPTER III

EVALUATION DESIGN

The evaluation was designed to provide data for a descriptive analysis to measure the "state of the art" in ABE in terms of efficiency, effectiveness, strengths and weaknesses, and accomplishment of objectives.

The design provided for the acquisition on both hard and soft data and an analysis of these data in terms of processes employed (means) and objectives achieved (ends).

The evaluation called for a longitudinal as well as a cross-sectional design to identify trends as well as examine "in depth" the current status of the program.

In the longitudinal phase of the study the population was defined as the total Title III ABE enrollment in the State of New York from 1965 through 1969. Since total population figures were used in this phase of the evaluation, sampling statistics were not employed. It was assumed that any differences found within the population were real and not attributable to chance or sampling error. The data thus obtained were organized to yield demographic profiles of participants, to identify relationships between selected participant characteristics and program success (defined in terms of student achievement and persistance of attendance) and to describe trends emerging over a time span of 4 years.

In the cross-sectional phase of the study the population was defined as the total ABE program (Title III, Welfare Education, and WIN) in 10 major urban areas. Stratified samples of this population were studied in each of the type, and location, i.e., location (central city vs outreach or extension center--day vs evenin), type of facility (learning lab, public school, store front, community center, business-industrial complex, hospital, prison, etc.), type

of program (Title III, Welfare WIN, combination) (ABE, ESL, combination).

The 10 cities representing the universe of the cross-sectional population included: New York City, Yonkers, Schenectady, Albany, Niagara Falls, Buffalo, Syracuse, White Plains, Utica, and Rochester.

Data collection procedures were based upon a case study approach in each of the 10 cities through semi-structural interviews with program directors, supervisors, instructional personnel, participants, and selected personnel in cooperating or related agencies or programs. In addition to personal and group interviews, systematic observations were made at each site and recorded on semi-structured observational forms.

Observation and interview team members were well prepared in relation to maintenance of objectivity, observance of confidentiality, and similar qualities crucial to the reliable collection of objective as well as subjective data.

The Director (and later the Acting Director) of the Bureau of Basic Continuing Education, the supervising and specialist staff of the Bureau and the Big 10 City Directors were consulted and involved in developing the evaluation in terms of its rationale, purpose, scope and procedures. The process and practice of involving those who have immediate and direct administrative responsibilities for the program proved invaluable in providing information needed to increase the practical value of the study.

At the suggestion of the state staff and local directors, considerable time was given to translating observations of student and teacher activities into a conceptual framework and preliminary instrumentation for future evaluation of ABE in terms of changes in student behaviors and attainment of quantifiable adult proficiency levels rather than upon the child centered concept of grade level advancement. The instruments growing out of this aspect of the evaluation are being modified for field testing so that measures of success in ABE can be charted on the basis of adult competence, proficiency, and effectiveness in the following areas: intellectual and learning skills, acquisition of elementary or GED certificates, job placement and retention, reduction or elimination of dependency, enrollment in occupational training for which one was previously unqualified, employment up-grading, and meeting of adult responsibilities.

PART II

PROFILE OF ADULT BASIC EDUCATION IN THE STATE OF NEW YORK

CHAPTER I

INTRODUCTION

I. Background of the Problem

Since the initiation of the federally funded Adult Basic Education (ABE) program in 1964, more than one million adults with less than an equivalent of 8 years of formal schooling have been involved in the program nationwide. However, in spite of this rather impressive figure, it represents only about one-eighth of the total number of adults in this country, 18 years of age or older, with less than four years of formal schooling; 1/24 of those adults with less than 8 years of schooling; and only about 1/50 of those adults with less than a high school education. In essence, the task of meeting the educational needs of the undereducated adults remains an overwhelming one.

In addition to the magnitude of the present problem of adult undereducation, there are many indications that it may become greater. Each year, more than one million youths in this country leave school prior to high school completion. In an age which increasing demands of high level of education, these youths too often join those millions of other adults whose educational deficiencies greatly preclude their

chances for happiness and success in today's highly literate and highly technological society.

The challenge of meeting the educational needs of undereducated adults in this country is truly greater today than ever before. Imaginative educational programs, new curricula, different institutional forms, innovative teaching strategies and techniques will have to be developed if this challenge is to be met. Commensurate with such educational developments, must come creative legislation and a level of funding which will enable such developments to become realities. In short, the problem of adult undereducation is a concern of all--the educator, the legislator, the employer, and the citizen; but more importantly, its alleviation is a responsibility of all. No one segment of society, working alone, can ever hope to solve the problem; only a well coordinated, united effort on the part of many groups can succeed. The task of eradicating illiteracy and functionally illiteracy in this country will be a long and difficult one. The ABE program has made a beginning toward the achievement of this goal and that, in itself, is significant, but not sufficient.

The study contained herein was founded on the belief that information is essential to the development of the more effective and relevant programs of adult basic education referred to above. While this report by no means totally satisfies such an information need, it does contribute a

great deal of data on certain highly crucial aspects of the program. For this reason, the present study is expected to be of considerable assistance to many of the population segments noted earlier. To state and local level administrators and to teachers and other ABE practitioners, it offers data vital to program planning, program improvement, and program evaluation. To the greater educational community and to concerned private citizens, it offers information needed to orient such persons about the ABE program and how they might more effectively relate to it. To state and federal lawmakers it offers descriptive data necessary for the wise enactment of legislation affecting the adult basic education program and subsequently affecting the lives of millions of undereducated adults in the State of New York and the nation.

II. Source of Data

Surprisingly enough, in spite of its seven-year old existence as a federally funded effort, data on ABE programs are particularly sparce and have, for the most part, been collected on a rather sporadic and unsystematic basis. One of the major exceptions to this information deficiency is the ABE program administrated by the Bureau of Basic Continuing Education of the New York State Education Department.

Since 1965, the Bureau has collected data on program enrollees at entry and at regular intervals during their

participation in the program. These data have been transferred to computer cards and subsequently "filed" on magnetic tapes. The first visible and formal use of these data was a two-year report published in 1967 by the Bureau. This document proved to be exceedingly valuable to the Bureau staff. The present study was an effort to incorporate the findings of this two-year study with both similar and additional data which have been collected over a four-year period--from 1965-66 through 1968-69.

III. Purpose of the Study

The purpose of this study was to synthesize, analyze, and report data on students enrolled in the Title III, Adult Basic Education program in the State of New York from 1965-66 through 1968-69. Specific intents of this study were as follows:

1. To describe the personal characteristics of persons who participated in the program during the four-year period studied
2. To determine enrollment trends or patterns from these data
3. To examine certain aspects of program performance for the four-year period, 1965-66 through 1968-69
4. To provide "bench mark" data or established norms on key variables which can be utilized in subsequent evaluations to assess program change, efficiency, effectiveness and directions.

IV. Methodological Note

Readers of this report have been provided with three means of obtaining the information contained herein. These are as follows:

1. Tables.--The appendix of this report contains all the tables produced as a result of "pulling" selected data off computer printouts. These tables provide detailed, year to year information on a host of topics and should be of particular importance to those seeking very specific and very detailed information.

2. Charts.--From each table in the appendix, at least one chart was developed and presented in Chapter II. These charts provide for a visual interpretation of the tabled data. The charts consist of

   (a) bar graphs which show the four-year totals for a given item of information; or

   (b) line graphs which reflect trends over the four-year period studied; or

   (c) both line graphs and bar graphs.

   Since the charts were developed by using percentages, readers are referred to the "backup" tabled data when specific numbers are desired. Persons desiring a moderately detailed "picture" of certain program elements (particularly trends) should find these charts extremely valuable.

3. Text.--A text has been provided which described the information and implications of the data shown visually in the charts. Sometimes the text has been used to provide for a description of both the data reflected in charts and the "backup" tabled data.

CHAPTER II

PRESENTATION OF DATA

I. Program Description: 1965-66 through 1968-69

Total Enrollment

During 1965-66, entry data were collected from 6,734 persons enrolled in the title III ABE program in the State of New York. By 1966-67 enrollment increased by 71.23% and stood at 11,531 persons. However, since the time of that drastic increase, enrollments have steadily declined. By 1967-68, enrollment fell to 8,571 students. One year later (1968-69), the number of enrollees declined to 7,116. The 1967-68 and 1968-69 enrollment figures represent a decrease of 25.67% and 38.28%, respectively, in the 1966-67 enrollment. The number of enrollees from 1965-66 through 1968-69, along with the percent of increase and decrease in enrollment for this period, is depicted in Chart I (Table A-I).

Enrollment by Class Levels

Chart II (Table A-I) shows the percent of enrollees in the various class levels for the period 1965-66 through 1968-69. The non-English level has constituted the largest

CHART I (TABLE A-I)

NUMBER OF ENROLLEES, 1965-1969: TREND LINES
AND
PERCENTAGE OF INCREASE AND DECREASE IN ENROLLMENT

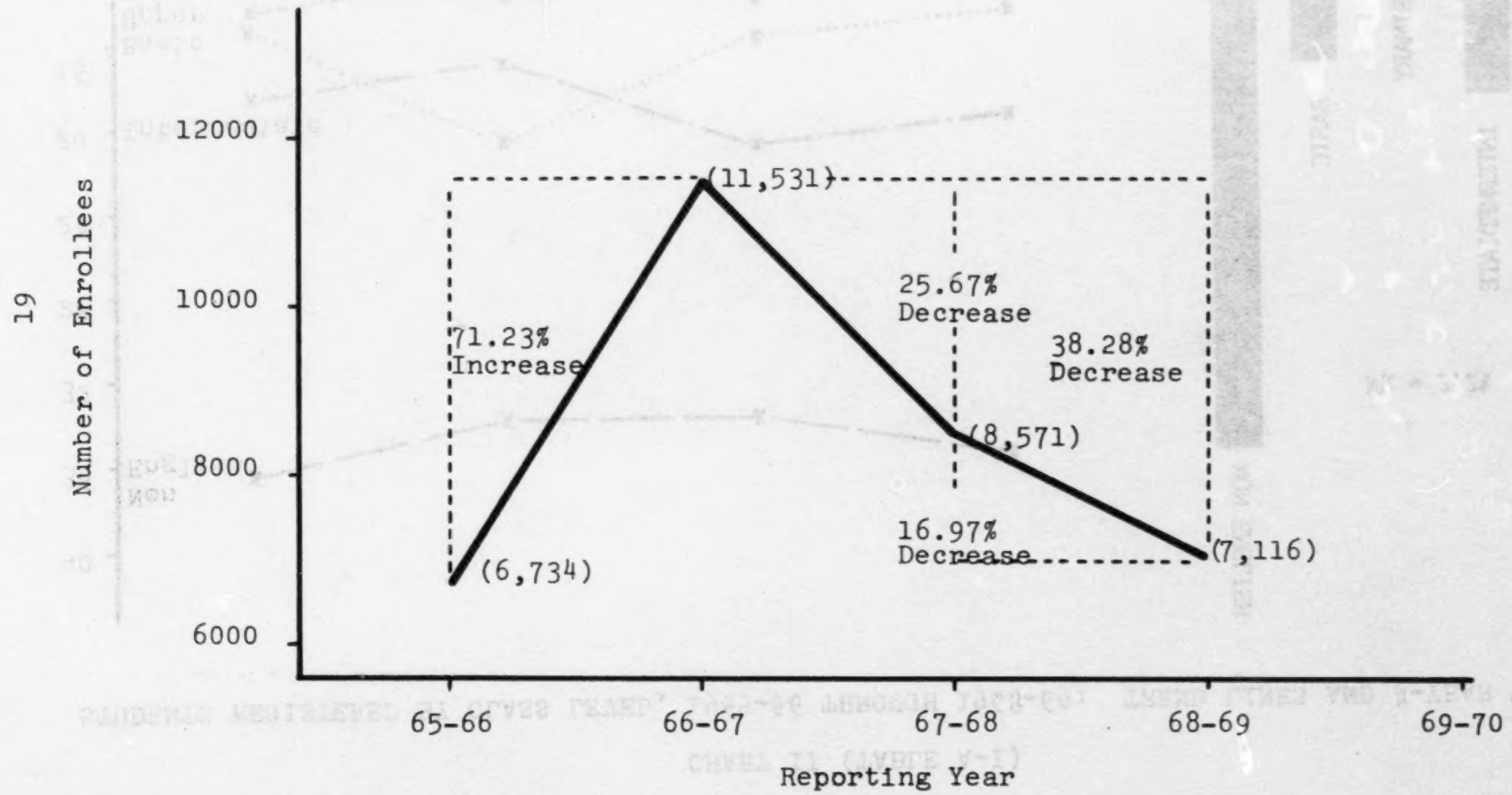
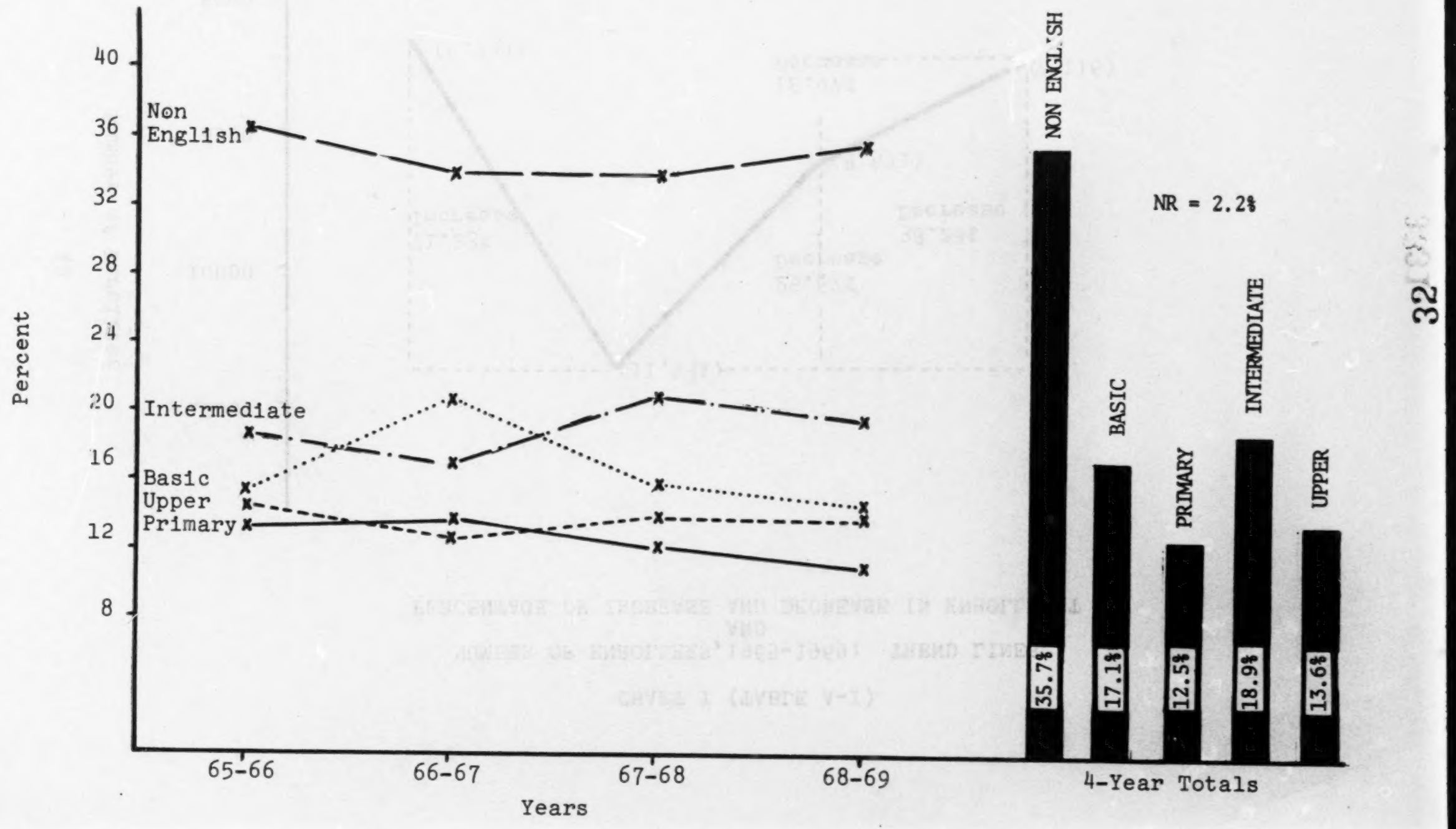


CHART II (TABLE A-I)

STUDENTS REGISTERED BY CLASS LEVEL, 1965-66 THROUGH 1968-69: TREND LINES AND 4-YEAR TOTALS



proportion of the program's enrollment for each of the four years studied. More than one-third of the enrollment has consistently been assigned to this level. With the exception of 1966-67, the second, third, fourth, and fifth largest levels each year have been the intermediate, basic, upper, and primary levels, respectively. Examination of the 4-year totals reveal the non-English level has accounted for 35.7% of all enrollees during that period; the intermediate level--18.9%; basic level--17.1%; upper level--13.6%; and the primary level--12.5%.

A further examination of the trend lines in Chart II reveals that in 1966-67 all levels showed a decrease in enrollment except for the basic and primary levels. This point is particularly interesting since the 1966-67 year was the one in which the total enrollment sharply increased (see Chart I). In other words, the spurt in total enrollment experienced in 1966-67 was accompanied by an increase in the percentage of persons in the lower achievement and smallest class levels (the primary and basic levels) and was accompanied by a decrease in the percentage of persons in the higher achievement and largest class levels (the upper, intermediate, and non-English levels).

Age of Students

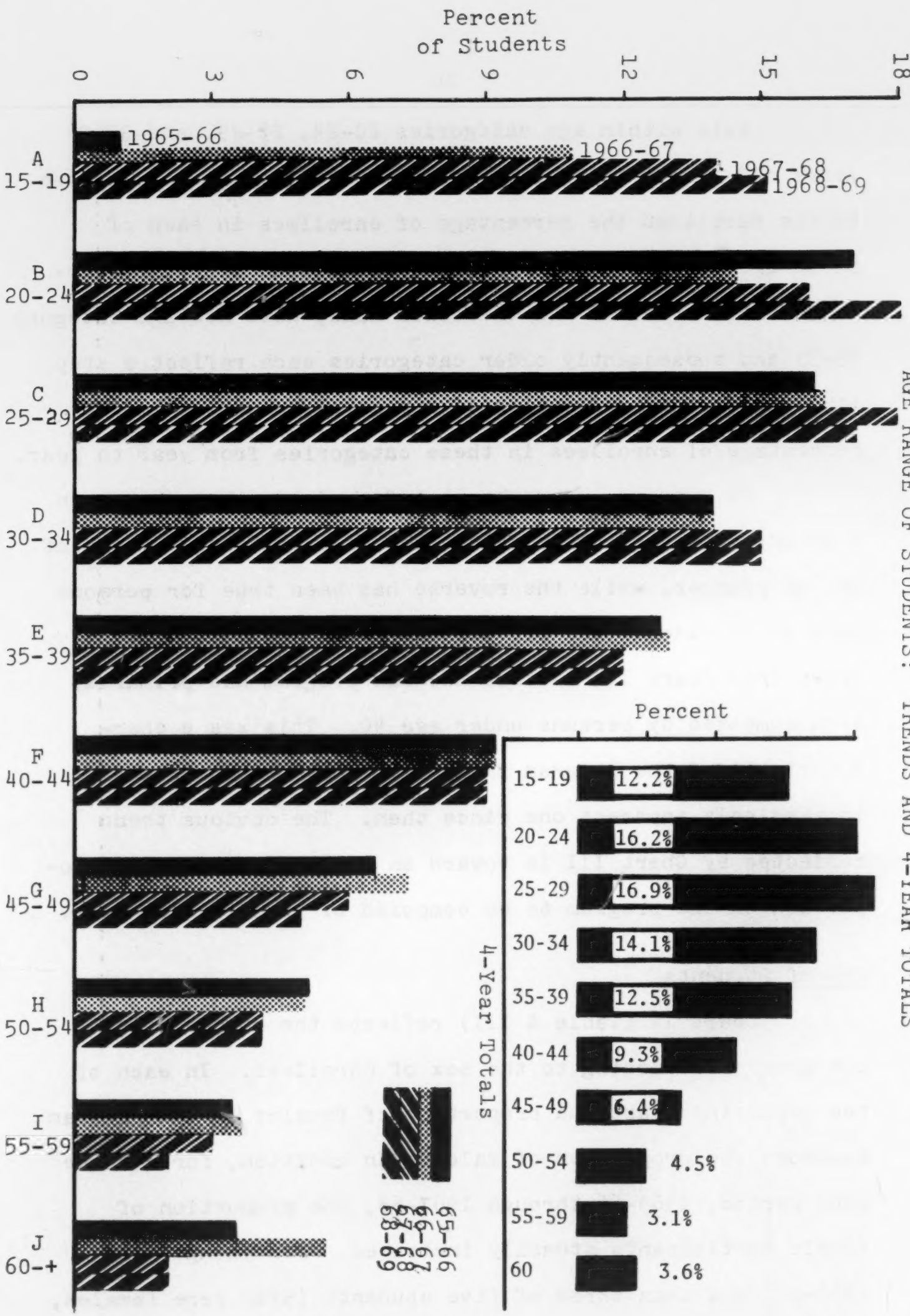
Chart III (Table A-II) reflects the age range of enrollees. Examination of this chart reveals that the modal age range of ABE students for each year studied was

20-29 years of age (Categories B anc C). The fewest number of enrollees were consistently found in the 55 or over age grouping (Categories I and J). By comparing all the various age categories in Chart III with one another it is apparent that, with the exception of the category of persons under age 20, increased age was accompanied by decreased enrollment in ABE. This general tendency was common to each year's data studied. This, along with the fact that for each year the great bulk of enrollees have been under age 40, is responsible for the skewed appearance of Chart III.

Again, by comparing categories in Chart III with one another, it may be noted that the "tops" of most age categories are fairly flat (especially age category 40-44). This "flatness" indicates little year to year variation in the age distribution of enrollees. However, note the extreme exception of the category 15-19 which is definitely not flat and thus reflects a great deal of year to year variation in the enrollment of persons of this age, closer examination of this age category reveals the nature of the variation. In 1965-66, only about 1% of the total number of enrollees were in the age bracket of 15-19 years old. However, one year later the percent of enrollees of this age increased nearly tenfold, and, in subsequent years, there has occurred a continuous increase in the proportion of enrollees under age 20. This, then, is responsible for the "step-like" appearance of the category reflecting persons 15-19 years old.

CHART III (TABLE A-II)

AGE RANGE OF STUDENTS: TRENDS AND 4-YEAR TOTALS



Note within age categories 20-24, 25-29, and 30-34 years old, there is also a general step-like progression due to the fact that the percentage of enrollees in each of these age categories has gradually increased over the four-year period studied. On the other hand, note how age category 35-39 and subsequently older categories each reflect a step like regression, reflective of a general reduction in the percentage of enrollees in these categories from year to year.

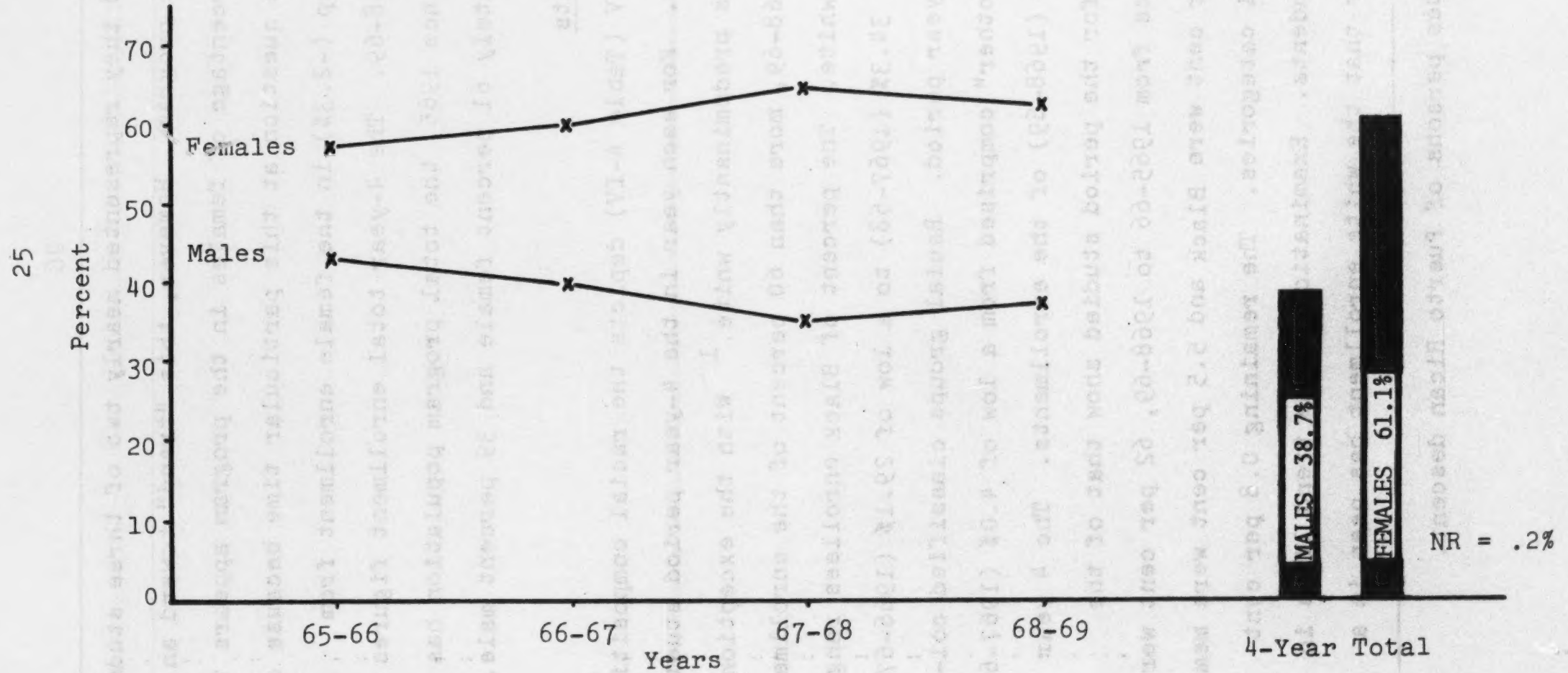
In summary, over the past four years there has been a steady increase in the percentage of enrollees 34 years of age or younger, while the reverse has been true for persons aged 35 or older. The overall conclusion which can be drawn from Chart III is that the ABE program has primarily been composed by persons under age 40. This was a characteristic of the program in 1965-66 and has become an increasingly apparent one since then. The obvious trend reflected by Chart III is toward an increasingly larger proportion of the program to be composed of younger clientele.

Sex of Students

Chart IV (Table A III) reflects the composition of the program according to the sex of enrollees. In each of the reporting years the proportion of females in the program exceeded the proportion of males. In addition, for a three year period, 1965-66 through 1967-68, the proportion of female participants steadily increased. For example, in 1965-66 less than three of five students (57%) were females,

CHART IV (TABLE A-III)

SEX OF ENROLLEES



but by 1967-68 they represented nearly two of three students (64.7%) in the program. However, this "trend" toward an increasing percentage of females in the program appears to be somewhat in question at this particular time because of the slight drop (-2.3%) in the female enrollment from 1967-68 to 1968-69. The 4-year total enrollment figures reveal that since 1965, the total program population has been approximately 61 percent female and 39 percent male.

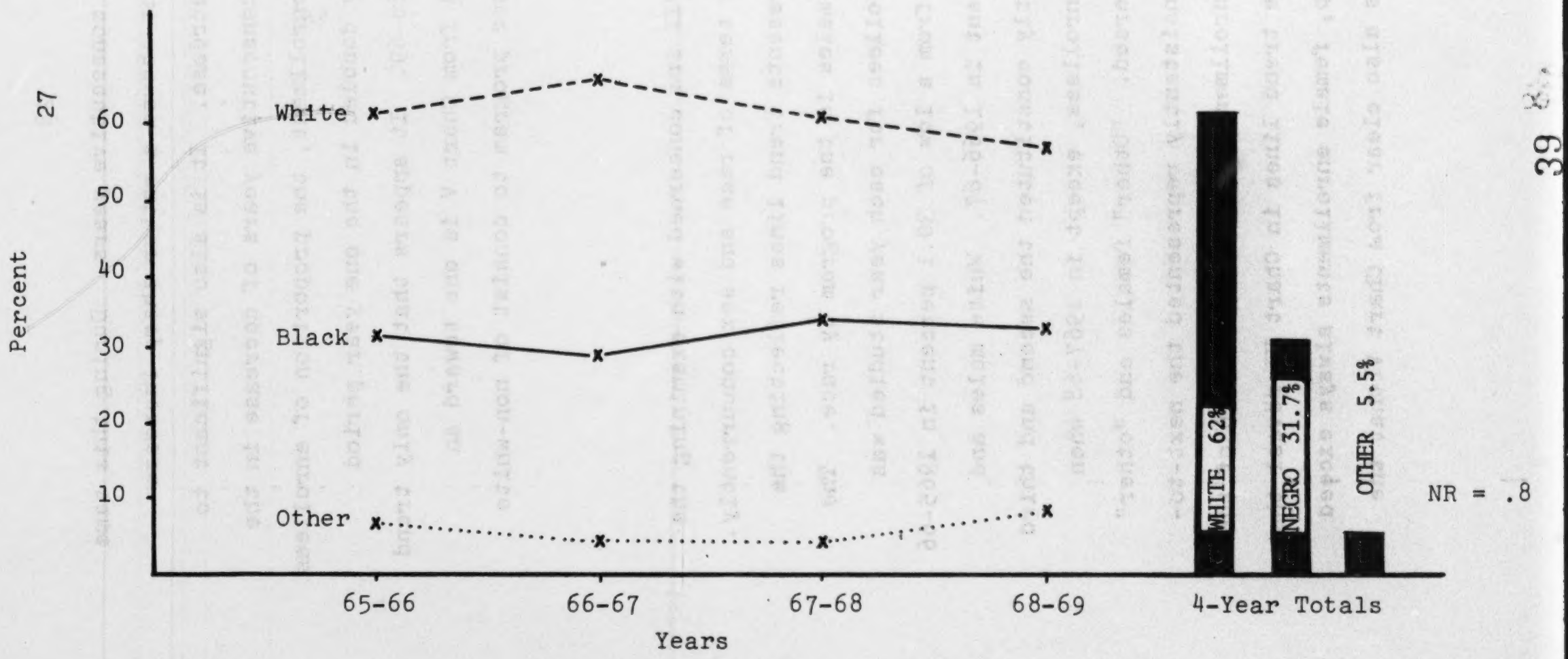
Race of Students

Chart V (Table A-IV) depicts the racial composition of the program. For each year in the 4-year period studied the program was predominantly white.[1] With the exception of the year 1968-69, more than 60 percent of the enrollment each year was white. The percent of Black enrollees ranged from a high of 34.3% (1967-68) to a low of 29.1% (1966-67) over the four year period. Racial groups classified collectively as "other" comprised from a low of 4.0% (1967-68) to a high 7.9% (1968-69) of the enrollments. The 4 year total figures for the period studied show that of the 33,952 enrollees from 1965-66 to 1968-69, 62 per cent were white, 31.7 per cent were Black and 5.5 per cent were members of other racial categories. The remaining 0.8 per cent were non respondents. Examination of the trend lines in Chart V reveals that the white enrollment has been in a

[1]Includes persons of Puerto Rican descent.

CHART V (TABLE A-IV)

RACE OF STUDENTS



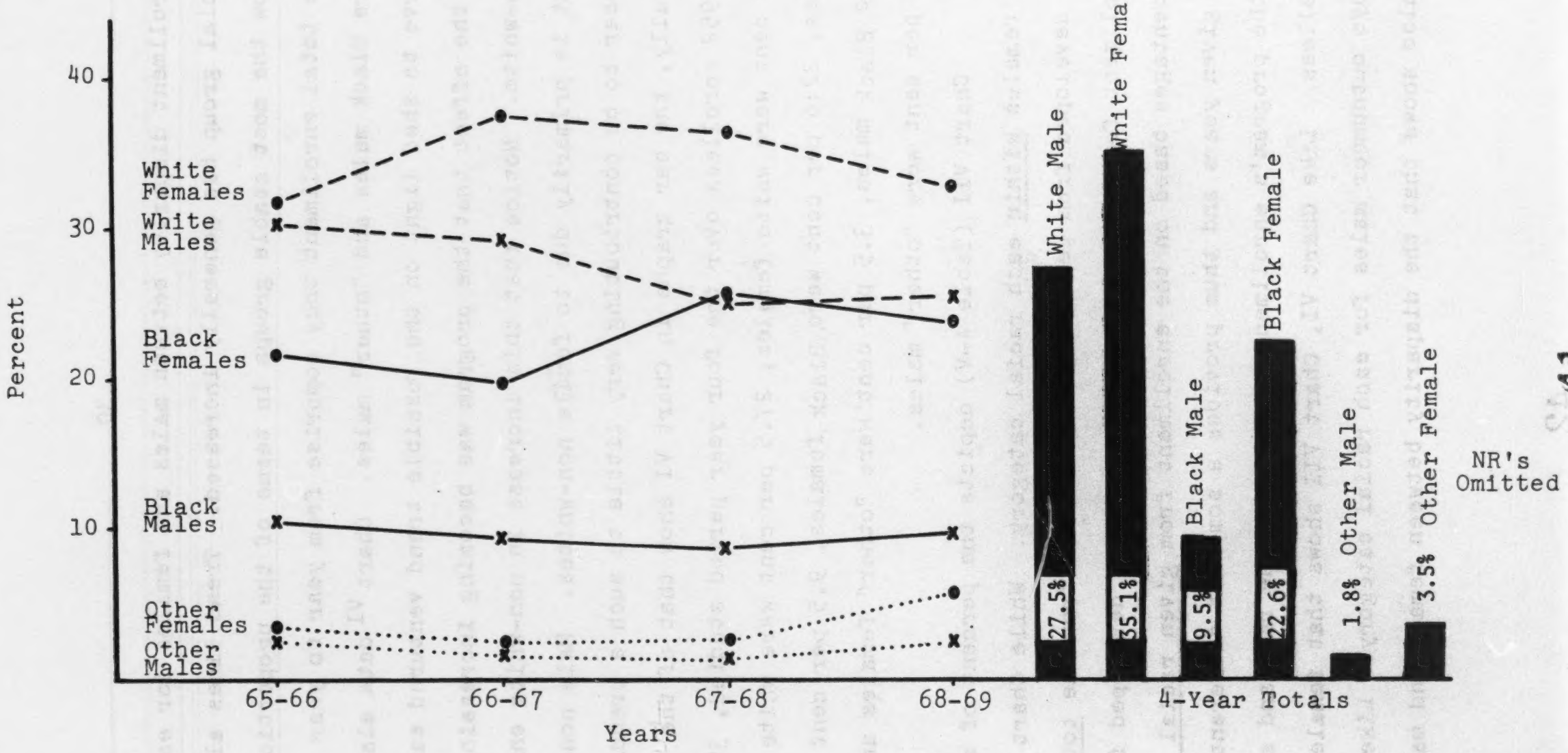
downward swing for two consecutive years. During this same period, Black enrollment showed a rather sharp increase followed by a slight decrease. It is also significant to note that after three consecutive years of decrease in the "other" racial group's enrollment, the proportion of enrollees in this category nearly doubled in the one year period between 1967-68 and 1968-69. It appears that the only trend which might be inferred from Chart V is one toward an increasing segment of the program to consist of non-white enrollees.

Race vs Sex

Charts VI and VII are concerned with examining the program's enrollment in terms of race and sex concurrently. Chart VI (Table A-V) presents trend lines reflecting the percent of males and females in the program by race. The largest category of enrollees for each year studied was white females--ranging from a low of 30.1 percent in 1965-66 to a high of 43.8 per cent in 1966-67. White males and Black females consistently constituted the second and third largest categories of enrollees, except in 1967-68 when their rankings were reversed. "Other" females and "other" males in the program consistently represented the next-to-the-lowest and lowest enrollment categories for each of the four years studied. The trend lines in Chart VI reveal that within each racial group, female enrollments always exceed male enrollments. It is also clear from Chart VIthat the

CHART VI (TABLE A-V)

PERCENTAGE OF MALES AND FEMALES IN THE PROGRAM, BY RACE



enrollment disparity between males and females for each racial group has generally increased. Trend lines also show the most stable groups in terms of the proportion of the total enrollment they comprise from year to year were Black males and "other" males. Chart VI data also serve to shed light on the possible trend ventured earlier to the effect that the program was becoming increasingly non-white. Notice that this increase in non-white enrollment is primarily due to female non-whites. Male non-whites appear to be contributing very little to such a trend. Finally, the bar graphs in Chart VI show that of the 33,952 enrollees over the four year period studied, 35.1 per cent were white females; 27.5 per cent were white males, 22.6 per cent were Black females, 9.5 per cent were Black males, 3.5 per cent were "other" females and 1.8 per cent were "other" males.

Chart VII (Table A-V) depicts the percent of males and females within each racial category. While Chart VI was developed from percentages calculated from the total enrollment for a given year, Chart VII was developed from percentages based on the enrollment from given racial categories for given years and thus provides a somewhat different picture of the program's enrollment in terms of the race and sex of enrollees. Like Chart VI, Chart VII shows that females always outnumber males for each racial category. Likewise, it also shows that the disparity between female and male

enrollments in each racial category has increased through the years. However, Chart VII reveals several features with respect to race and sex not apparent in the preceding chart.

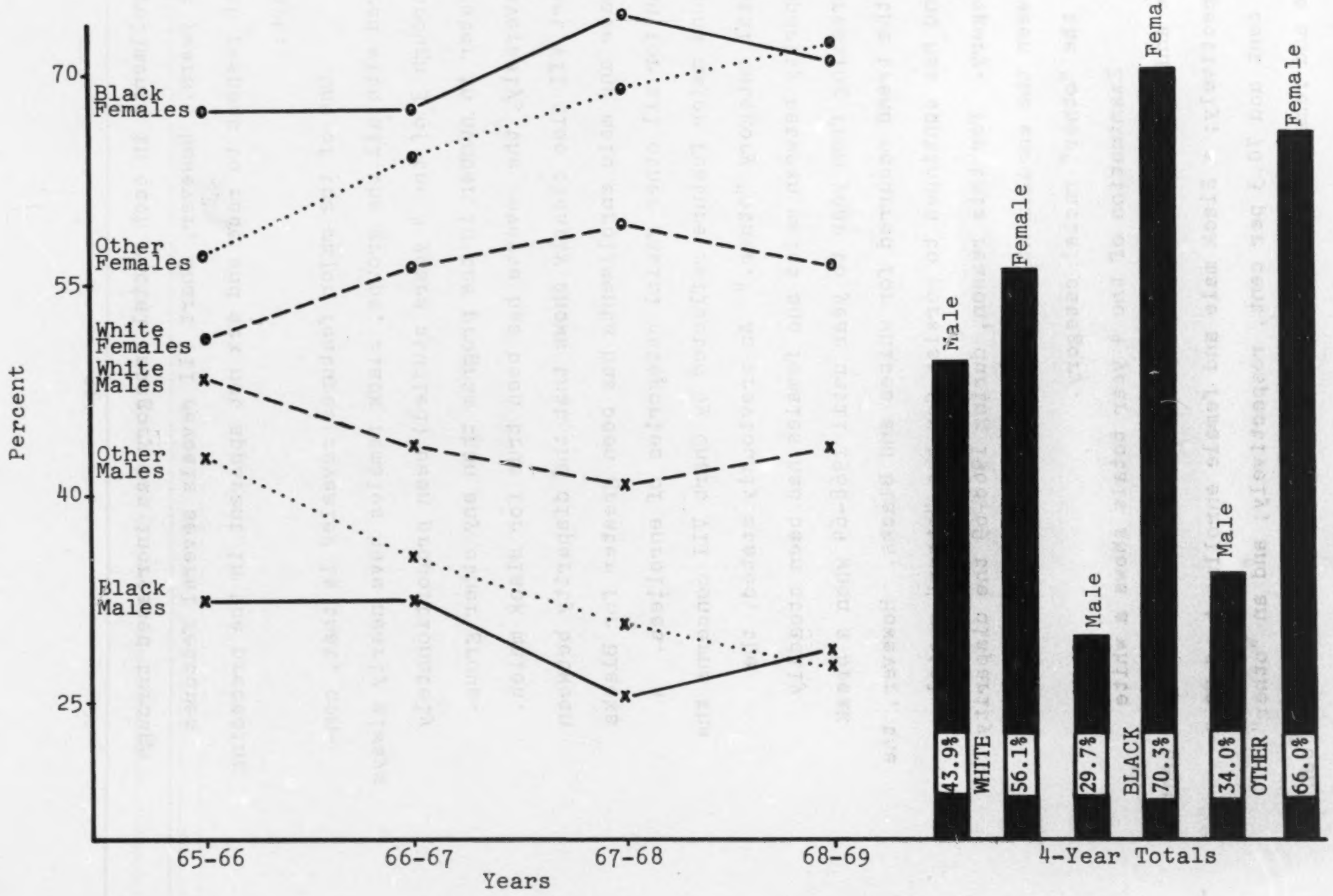
One of the major features revealed is that, compared with all the groups, Black females have nearly always (through 3 of the 4 years studied) been proportionately greater in number in the program than any other group. Conversely, the reverse has been true for Black males. Chart VII also clearly shows that the disparity between female and male enrollments has been greater for Blacks than for all other racial categories of enrollees. A second major feature reflected by Chart VII concerns the racial category "other." As previously stated, the disparity between males and females has been steadily increasing from year to year until 1968-69 when a break in the trend occurred for whites and Blacks. However, the trend has continued to persist for the "other" racial category. For this reason, during 1968-69 the disparity between the enrollment of males and females was greatest for the "other" racial category.

Examination of the 4 year totals shows a white male and female enrollment of 43.9 per cent and 56.1 per cent, respectively; a Black male and female enrollment of 29.7 per cent and 70.3 per cent, respectively; and an "other" male and female enrollment of 34.0 per cent and 66.0 per cent,

CHART VII (TABLE A-V)

PERCENTAGE OF MALES AND FEMALES WITHIN EACH RACIAL CATEGORY

TREND LINES AND 4-YEAR TOTALS



respectively. Or, stated another way, the white female enrollment has been 1.28 times greater than the white male enrollment; Black female enrollment has been 2.37 times greater than Black male enrollment; and finally, "other" female enrollment has been 1.94 times greater than "other" male enrollment.

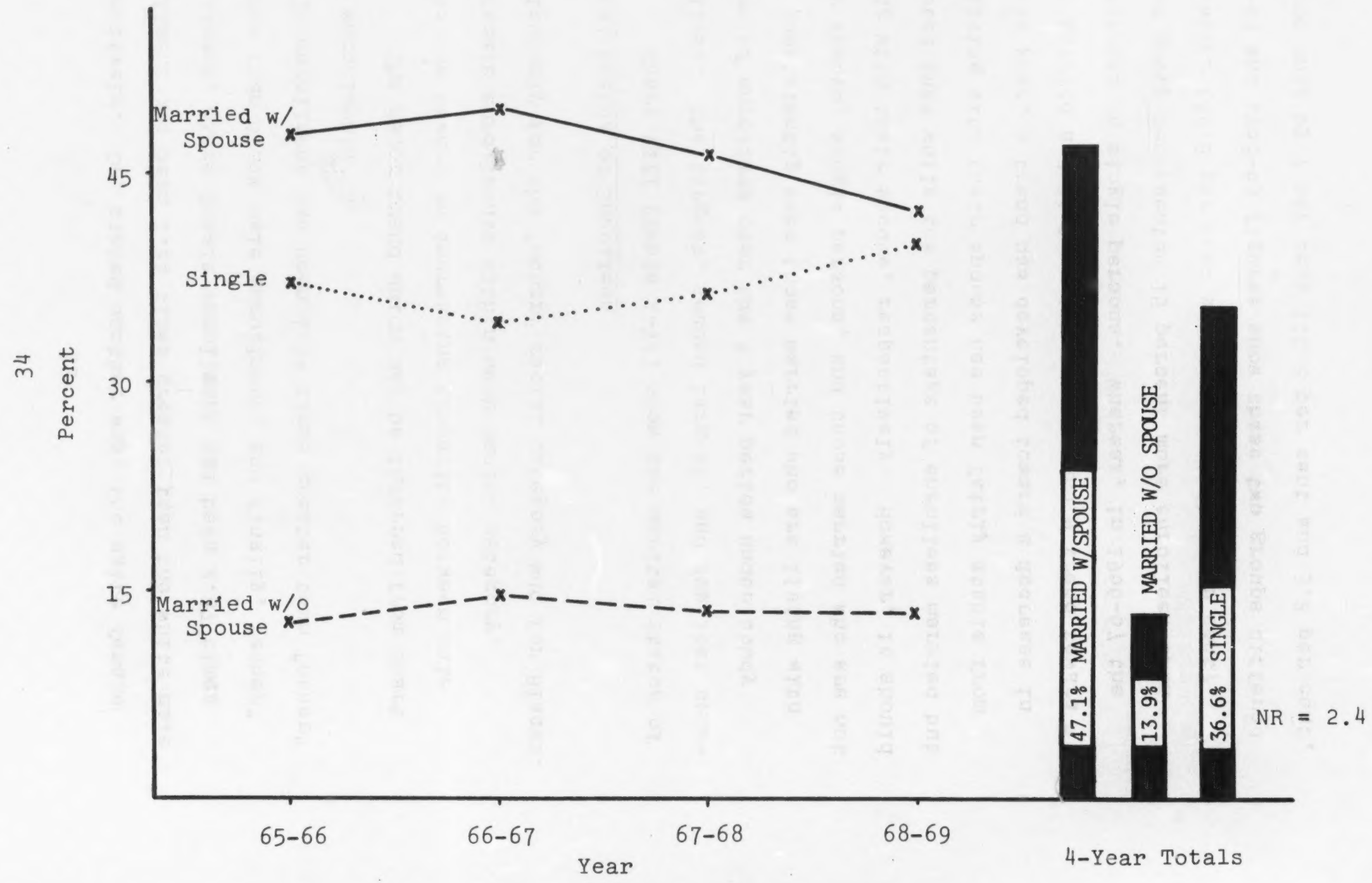
The major trend which may be inferred from Chart VII is one toward an increasing disparity between male and female enrollments within each racial category, particularly for the "other" racial category and for Blacks.

Marital Status of Enrollees

Chart VIII (Table A-VI) show the marital status of enrollees. The largest, second largest, and smallest categories of enrollees over the 4 year period under study have consistently been those married who are living with their spouse, single persons, and those married who are not living with their spouse, respectively. However, it should be noted that while the percentage of enrollees married but not living with their spouse has been fairly stable from year to year, a trend has developed toward a decrease in those married and living with spouse, and a trend toward an increase in single persons. Whereas, in 1966-67 the former group represented 15 percent more enrollees than the latter (49.6 per cent as opposed to 34.2 per cent), 1967-68 and 1968-69 figures show these two groups differed in size only by 7 per cent (10.2 per cent and 3.2 per cent,

CHART VIII (TABLE A-VI)

MARITAL STATUS OF ENROLLEES



respectively). It appears that if such a trend continues, the per cent of enrollees married and living with their spouse, and the per cent of single enrollees will be equal and that in the near future a plurality of enrollees will be single.

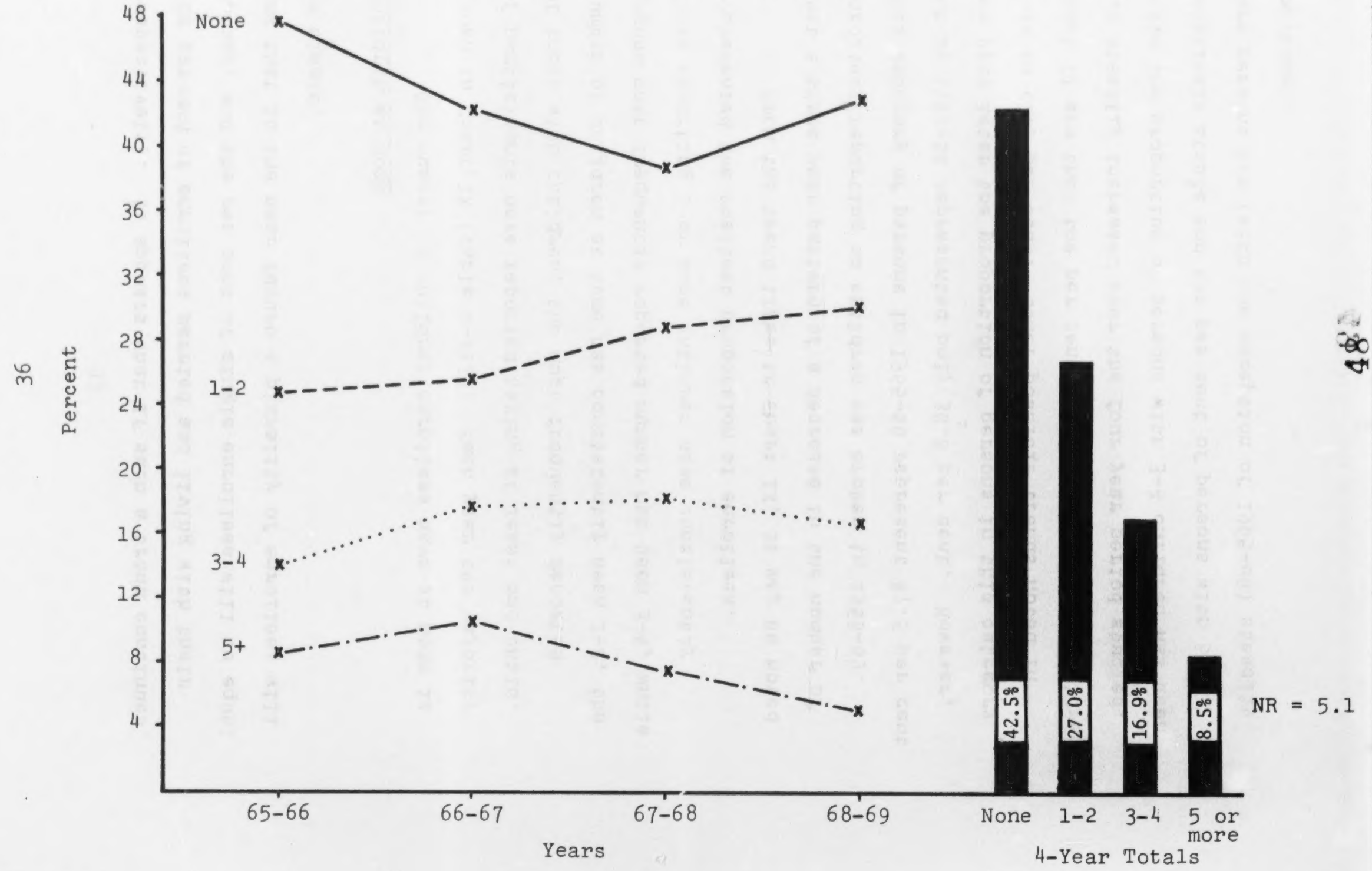
Children at Home

The number of children enrollees have at home is shown in Chart IX (Table A-VII). Each year the majority of participants have reported having at least one child. Of those with children, the most frequently reported number of children at home has consistently been 1-2, the second most frequently reported number has been 3-4, while those reporting 5 or more children have consistently represented the smallest proportion of enrollees.

From the trend lines in Chart IX, it may be noted that a three year pattern of a decrease in the number of enrollees reporting no children was broken in 1968-69. This category of persons in 1965-66 represent 47.5 per cent but by 1967-68 represented only 38.8 per cent. However, one year later the proportion of persons in this category rose to 42.9 per cent. Other possible trends noted in Chart IX are that the per cent of persons with 1-2 children has steadily increased over the four year period studied, while the proportion of persons with 3-4 children has been relatively stable and the per cent of persons with 5 or more persons has (with the exception of 1965-66) steadily decreased.

CHART IX (TABLE A-VII)

NUMBER OF CHILDREN AT HOME

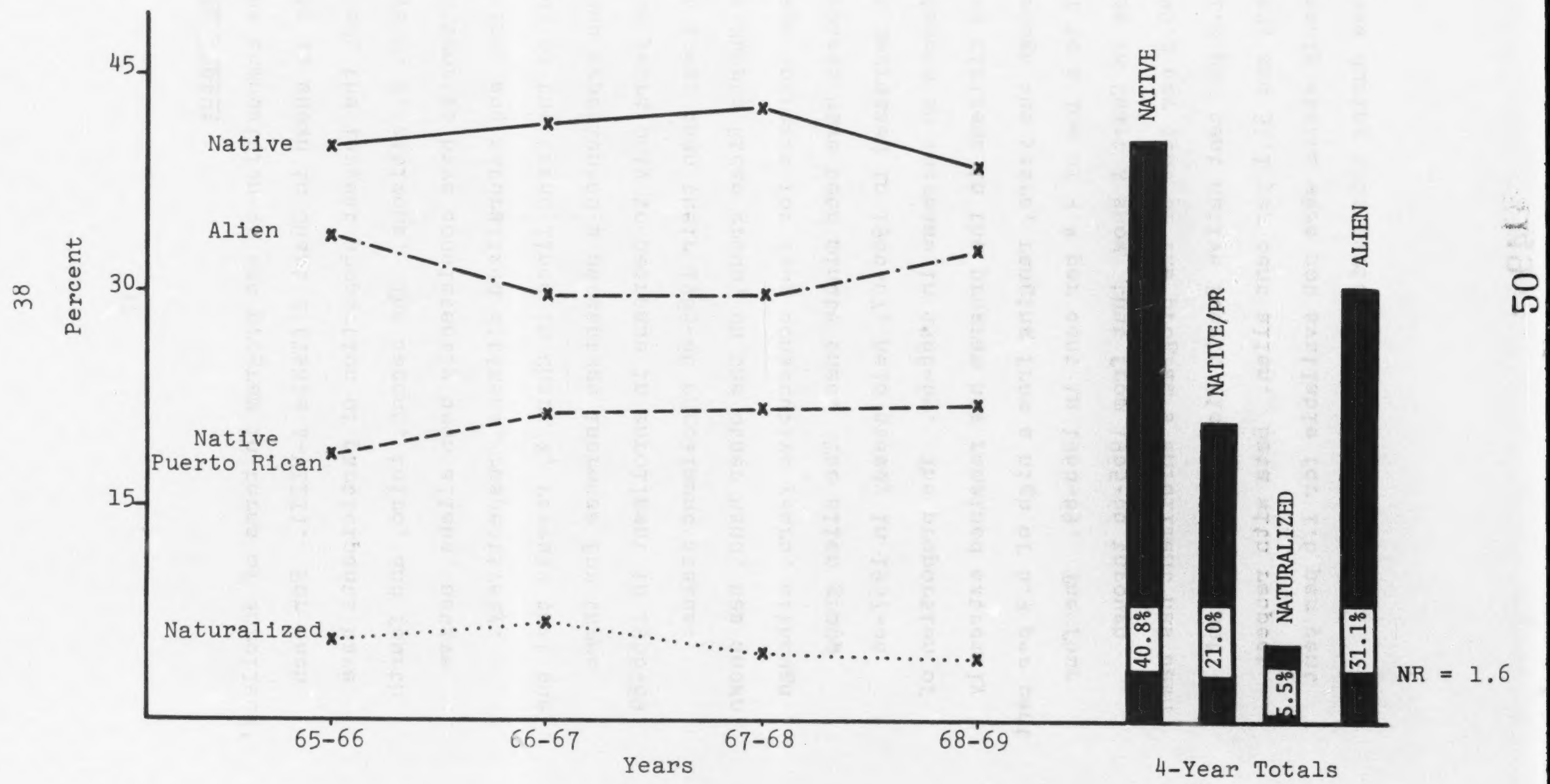


Citizenship Status

The composition of the program in terms of enrollees' citizenship is shown in Chart X (Table A-VIII). For each year studied, the largest proportion of participants have been native U. S. citizens. The second, third, and fourth largest categories have consistently been aliens, native Puerto Ricans, and naturalized citizens, respectively. Examination of the trend lines in Chart X, reveals that the native group experienced a percentage increase for three consecutive years only to decrease in enrollment in 1968-69 to a point lower than their 1965-66 enrollment status. The native Puerto Rican group, on the other hand, has shown a percentage increase for four consecutive years, although these increases have been minute ones. The alien group enrollment decreased in 1966-67, held steady in 1967-68 and experienced an increase in 1968-69. The proportion of naturalized citizens in the program has remained extremely stable through the years, ranging from a high of 6.9 per cent in 1966-67 to a low of 4.4 per cent in 1968-69. The four year totals in Chart X show that from 1965-66 through 1968-69, 40.8 per cent of the program's enrollment has been native; 21.0 per cent native Puerto Rican; 5.5 per cent naturalized; and 31.1 per cent alien. Data with respect to citizenship status were not available for 1.6 per cent of enrollees during this period.

CHART X (TABLE A-VIII)

CITIZENSHIP



Language Spoken in the Home

The primary language which participants use in the home is reflected by Chart XI (Table A-IX). The largest number of enrollees for all years studied spoke English in the home. However, the number of persons using English in the home has consistently been less than one-half of the total enrollment. The second most frequently used language was Spanish, while the use of "other" languages ranked third. Very little can be said for the trend lines in Chart XI (since little year to year variation was noted for this particular variable) except for (1) the use of English in the home steadily increased between 1965-66 and 1967-68 but decreased slightly in the following year; (2) the use of Spanish decreased between 1965-66 and 1967-68 but increased slightly in 1968-69. (3) After a slight decrease in 1966-67, the proportion of enrollees using "other" languages in the home steadily increased from 1966-67 through 1968-69. The four-year totals in Chart XI show that English was used in the home by less than half of the participants (47.8 per cent), Spanish used by 37.8 per cent, and 13.5 per cent used "other" languages in the home. Non-respondents totalled 0.9 per cent.

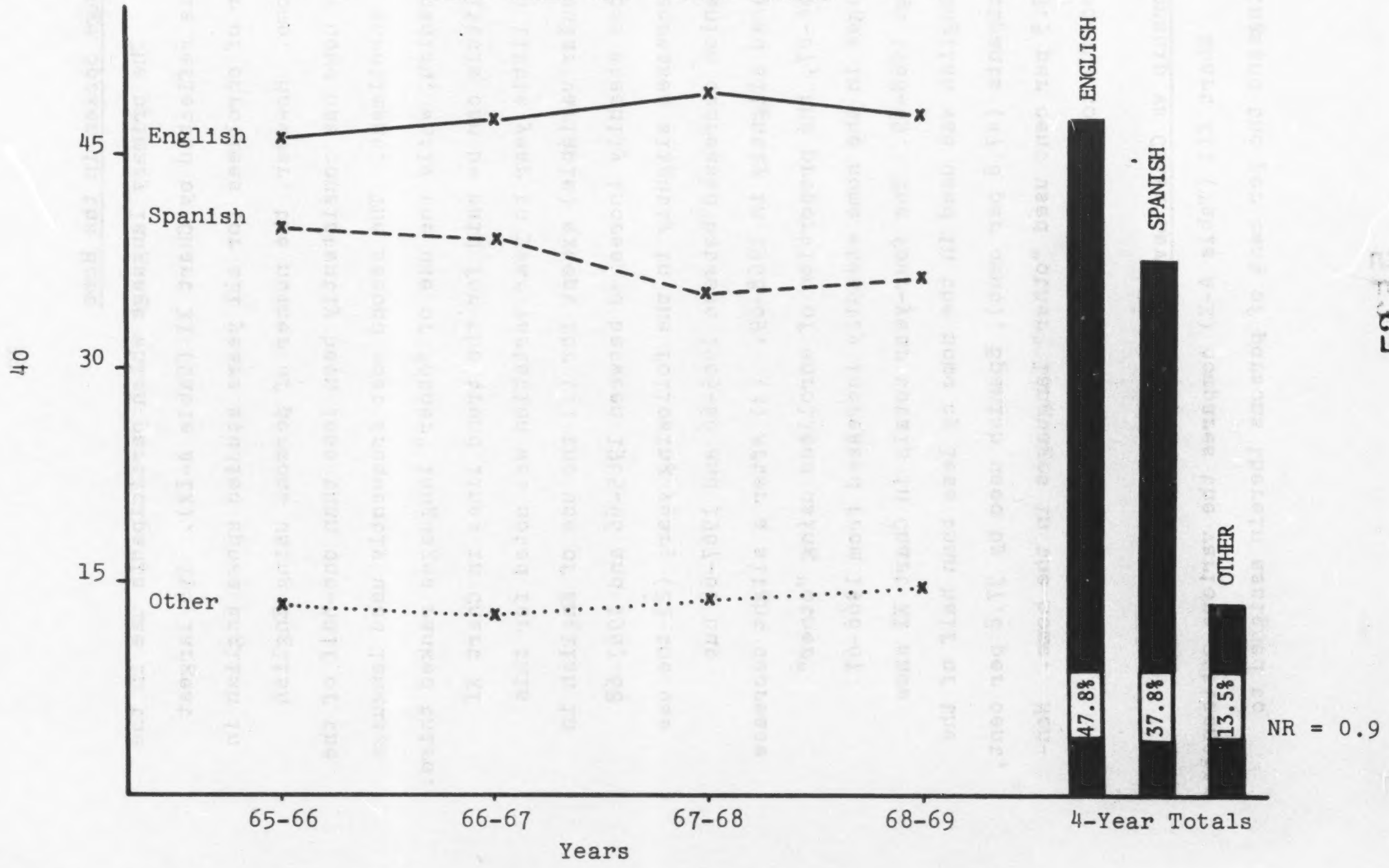
Citizenship vs Class Level

Chart XII (Table A-X) compares the various citizenship groupingsand the per cent of persons therein assigned to

CHART XI (TABLE A-IX)

LANGUAGE SPOKEN IN THE HOME

TREND LINES AND 4-YEAR TOTALS

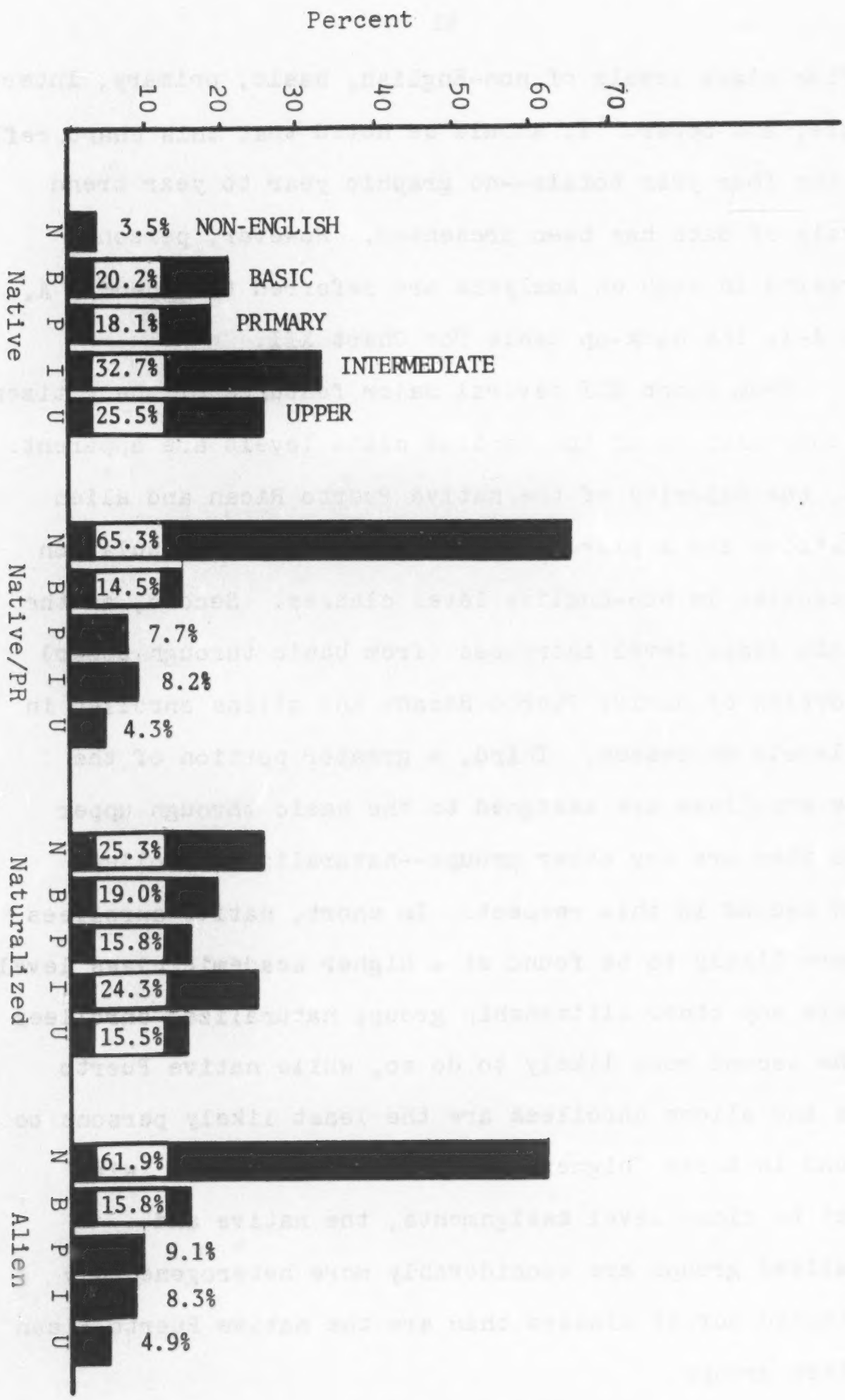


the five class levels of non-English, basic, primary, intermediate, and upper. It should be noted that this chart reflects only the four year totals--no graphic year to year trend analysis of data has been presented. However, persons interested in such an analysis are referred to Appendix A, Table A-X, the back-up table for Chart XII.

From Chart XII several major features of the citizenship compositions of the various class levels are apparent. First, the majority of the native Puerto Rican and alien populations and a plurality of the naturalized population are enrolled in non-English level classes. Second, as the academic class level increases (from basic through upper) the portion of native Puerto Ricans and aliens enrolled in such levels decreases. Third, a greater portion of the native enrollees are assigned to the basic through upper levels than are any other groups--naturalized enrollees ranked second in this respect. In short, native enrollees are more likely to be found at a higher academic class level than are any other citizenship group; naturalized enrollees are the second most likely to do so, while native Puerto Ricans and aliens enrollees are the least likely persons to be found in these "higher" class levels. Finally, with respect to class level assignments, the native and naturalized groups are considerably more heterogeneously distributed across classes than are the native Puerto Rican and alien groups.

CHART XII (TABLE A-X)

CLASS LEVEL ASSIGNMENTS OF VARIOUS CITIZENSHIP GROUPS: 4-YEAR TOTALS



Race vs Class Level

Charts XIII and XIV (Table A-XI) and Chart XV (Table A-XII) are all concerned with the racial composition of the various class levels for the four-year period, 1965-66 through 1968-69. It should be noted that, for the sake of simplicity, no year to year trend analysis has been provided in these charts (such a presentation would have involved 20 different trend lines per chart). Only the total figures over the four-year period have been analyzed. Again, readers desiring the detailed year to year data with respect to the racial compositions of various class levels are referred to the Appendix, Tables A-XI and A-XII.

Since these three charts all deal with a related concern, an explanation of the differences between their origin and intent is in order. Chart XIII (Table A-XI) was developed from determining the total number of enrollees in a given class and then determining the proportion of that class enrollment which was white, Black, or "other." These data may then be used to show each class level's composition in terms of race (i.e., The Primary level was 47.5 per cent white, 48.3 per cent Black, and 4.2 per cent "other," for a total of 100 per cent). Chart XIV (Table A-XI) was developed from determining the total enrollment for all classes and then determining the proportion of that total enrollment which was assigned to the various class levels, by race. These data may then be used to show the racial

composition of each level based on the total program enrollment (30.9 per cent of the total number of enrollees for the four-year period were white persons in non-English level classes). Chart XV (Table A-XII) was developed from determining the total number of persons in a given racial category and then determining the proportion of this number which were enrolled in the various class levels. These data may then be used to answer such a question as: "Of all whites enrolled in the program, how many were in each class level (i.e., 49.2 per cent of all white enrollees were in non-English level classes).

The following table is provided to further differentiate Charts XIII, XIV and XV. Note that their origins differ only with respect to the divisor used.

Chart Number	Title	Method of Calculation
Chart XIII (Table A-XI)	Percentage of each class level which is white, Black and other	Number of persons of a given race in a given class / The total enrollment for that class
Chart XIV (Table A-XI)	Percentage of total enrollment assigned to various class levels, by race	Number of persons of a given race in a given class / The program total enrollment (for all classes)
Chart XV (Table A-XII)	Percentage of each race assigned to various class levels	Number of persons of a given race in a given class / The total number of persons of that race in the program (for all classes)

From Chart XIII (Table A-XI) it is evident that the non-English, basic, and upper levels have had predominately white[1] enrollments, with the percentage of whites enrolled being 84.4 per cent, 57 per cent, and 52 per cent, respectively. Enrollment within the primary level has been almost equal with respect to the percentage of whites and Blacks at this level--47.5 per cent and 48.3 per cent respectively. The intermediate level enrollment over the four-year period studied has had a majority Black enrollment (53.9 per cent). For every class level, the smallest racial category represented was that of "other."

Chart XIV (Table A-XI) shows that the largest group of all enrollees were whites in non-English level classes. This group accounted for nearly 31 per cent of all enrollees. The second largest group was represented by Blacks in intermediate level classes. This group accounted for 10.5 per cent of the total enrollment. The third largest group, representing 10.0 per cent of the total number of enrollees, was whites attending basic level classes, while whites in intermediate level classes represented the fourth largest segment of the program and accounted for 8.4 per cent of enrollees.

Chart XV (Table A-XII) shows how each racial group has been distributed across the various class levels for the four-year period, 1965-66 through 1968-69. Nearly one-half of the program's white population has been enrolled in non-English

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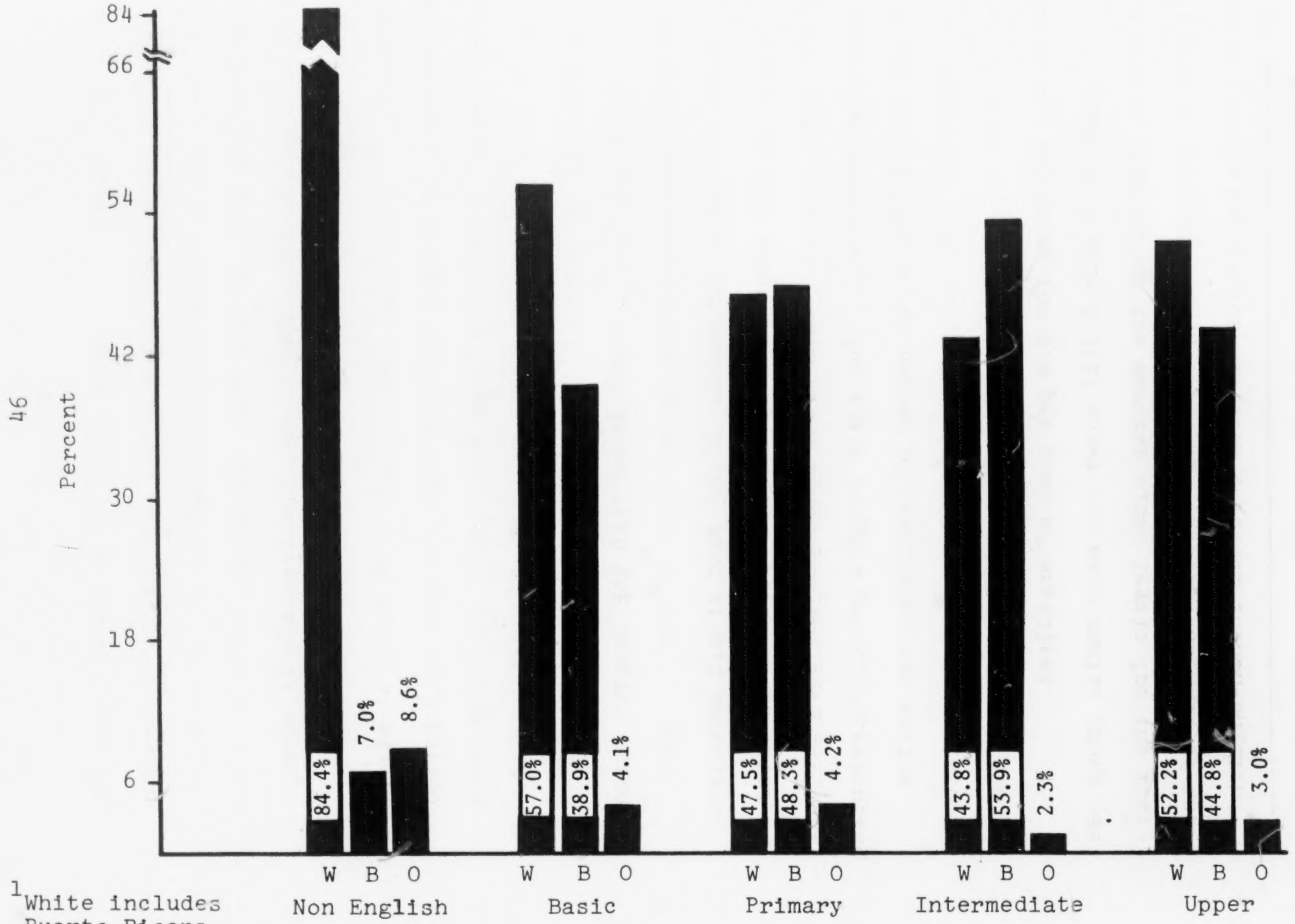
[1]Includes Puerto Ricans.

CHART XIII (TABLE A-XI)

PERCENTAGE OF EACH CLASS LEVEL CATEGORY--WHITE[1], BLACK, AND OTHER



[1]White includes Puerto Ricans

CHART XIV (TABLE A-XI)

PERCENTAGE OF TOTAL ENROLLMENT ASSIGNED TO VARIOUS CLASS LEVELS, BY RACE

4-YEAR TOTALS

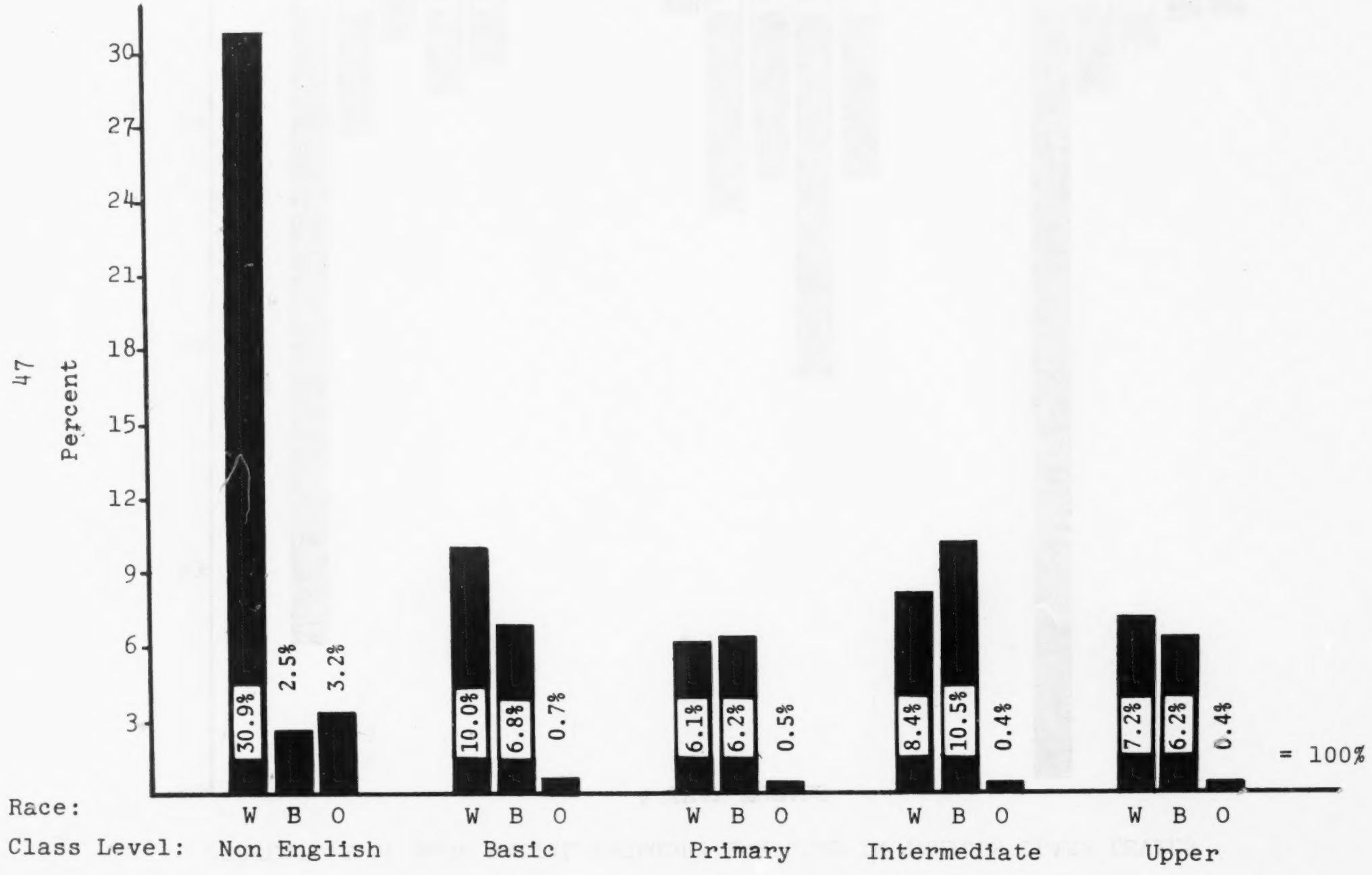
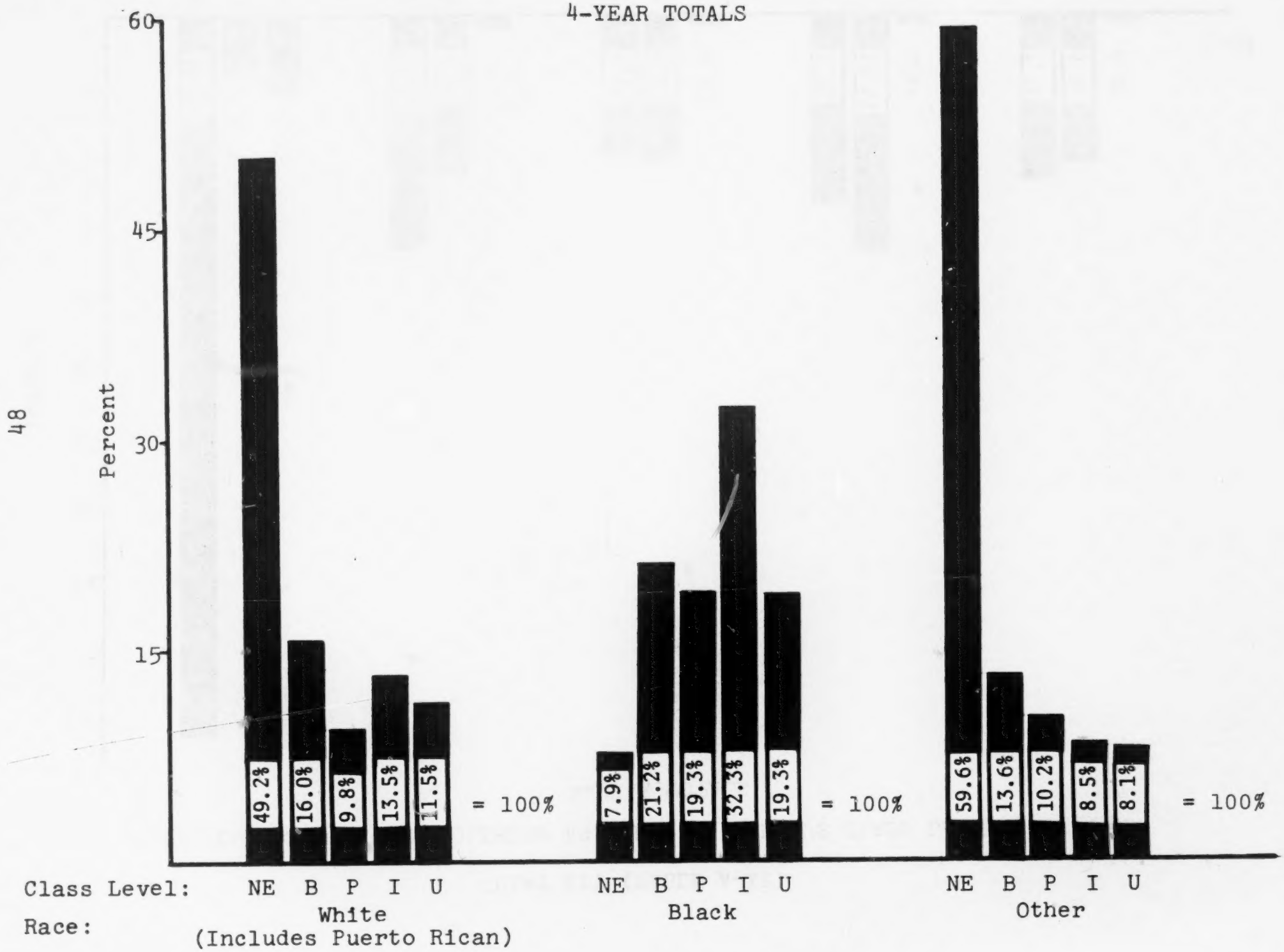


CHART XV (TABLE A-XII)

PERCENTAGE OF EACH RACIAL CATEGORY ENROLLED IN VARIOUS CLASS LEVELS

4-YEAR TOTALS



classes. However, it should be remembered that Puerto Ricans were counted as members of the white race. The second and third largest percentage of whites were enrolled in the basic and intermediate levels, respectively. The largest number of Blacks (32.3 per cent) have been enrolled in intermediate level classes. The second largest portion of Blacks (21.2 per cent) were in classes operating at the basic level. The chart also shows that more than half of the Blacks enrolled in the program have been in intermediate and upper level classes. An equal proportion of Blacks (19.3 per cent) were enrolled in the primary and upper levels. A comparison of the class level distribution of whites and Blacks reveals that a proportion of Blacks in the basic through upper levels was greater than the proportion of whites in these levels. As might be expected, the majority of "other" races (59.6 per cent) were enrolled in non-English level classes. Also evident from Chart XV is the fact that as the academic class level increase (from basic to upper) the proportion of "other" race represented therein decreases.

Years of Previous Schooling Completed

Chart XVI (Table A-XIII) shows the number of years previous schooling completed by enrollees. The modal number of school years completed has consistently been 7-9 years. With the exception of 1968-69, the second and third largest categories of enrollees have been those with 4-6 years of

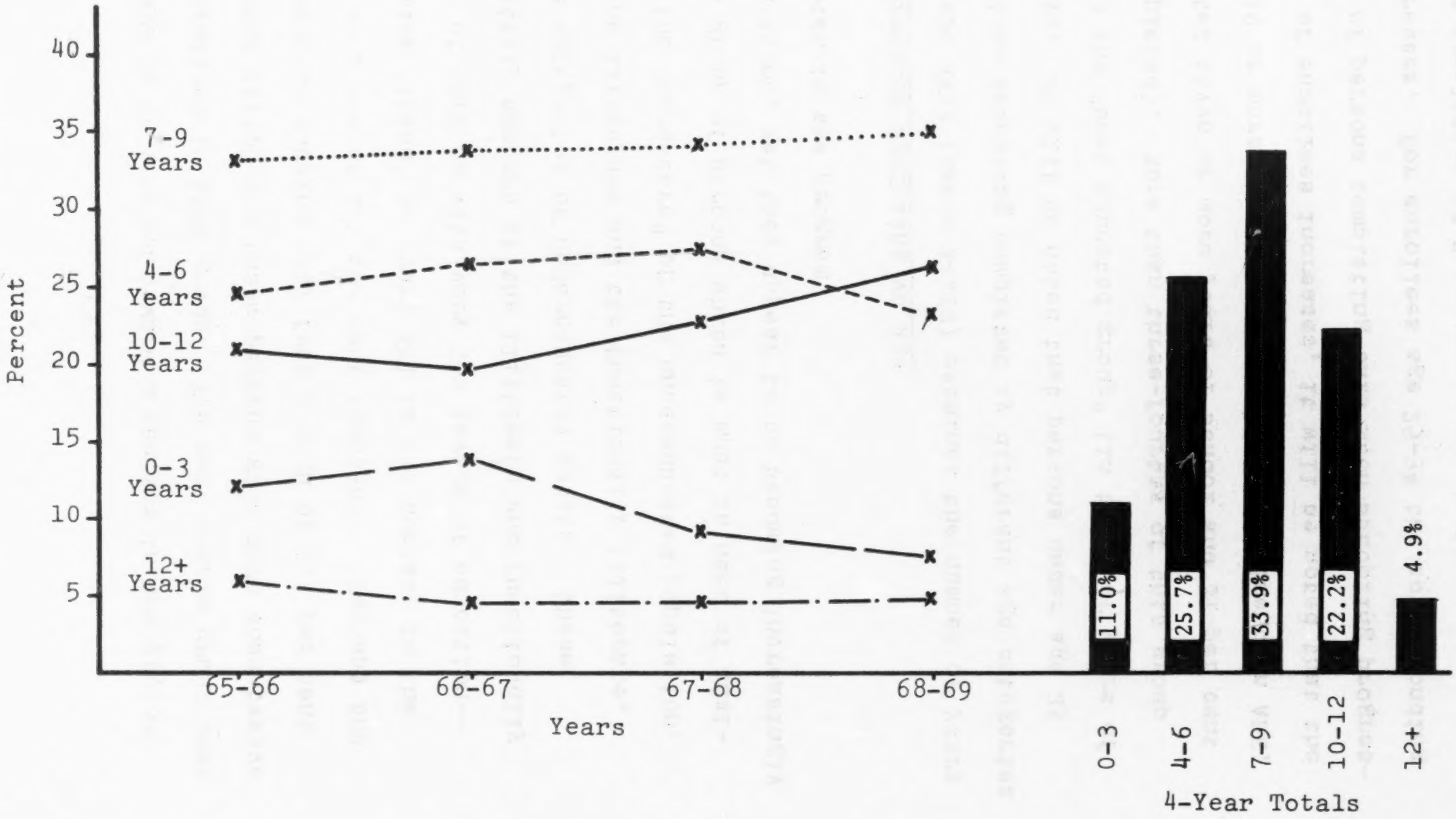
schooling and 10-12 years of schooling, respectively. In 1968-69 the rankings of these two categories were reversed. The next-to-the-smallest and smallest number of enrollees have consistently been persons with 0-3 years and 12+ years of schooling, respectively--the extremes of the formal education continuum. The four-year totals show that of all persons enrolled in the ABE program between 1965-66 and 1968-69, 33.9 per cent had completed 7-9 years of schooling; 25.7 per cent had completed 4-6 years of schooling; 22.2 per cent had completed 10-12 years of school; 11 per cent had completed 0-3 per cent of schooling, while 4.9 per cent had completed more than twelve years of schooling. In essence these figures show that those persons with the highest levels of education (12+ years) and those persons with the lowest levels of education (0-3 years) were the least represented groups in the program, while those with 4-9 years of schooling comprised the largest group of enrollees.

Trend lines in Chart XVI reveal a consistent trend for an increasing proportion of persons with 7-9 years of school. A general trend for an increase in the proportion of persons with 10-12 years of schooling is also evident. On the other hand, the 4-6 years of school group, while showing a steady increase between 1965-66 and 1967-68, declined in 1968-69 to a percentage lower than the 1965-66 figure. As for persons with 0-3 years of school, there

CHART XVI (TABLE A-XIII)

NUMBER OF YEARS PREVIOUS SCHOOLING

4-YEAR TOTALS



also appears to be a trend toward a decline in the proportion of enrollees in this group. The most stable group over the four year period was those persons with more than twelve years of school--varying only from a high of 3.1 per cent (1965-66) to a low of 1.7 per cent (1966-67). Perhaps the most alarming "trend" in Chart XVI is the decline in the enrollment of persons with very low levels of education--the most likely members of the illiterate and functionally illiterate categories of undereducated adults. These persons, the illiterate and the functionally illiterate, represent the "hard-core" of the undereducated population. It is this group of persons which is most in need of additional education, yet they appear to be becoming increasingly unrepresented in the program.

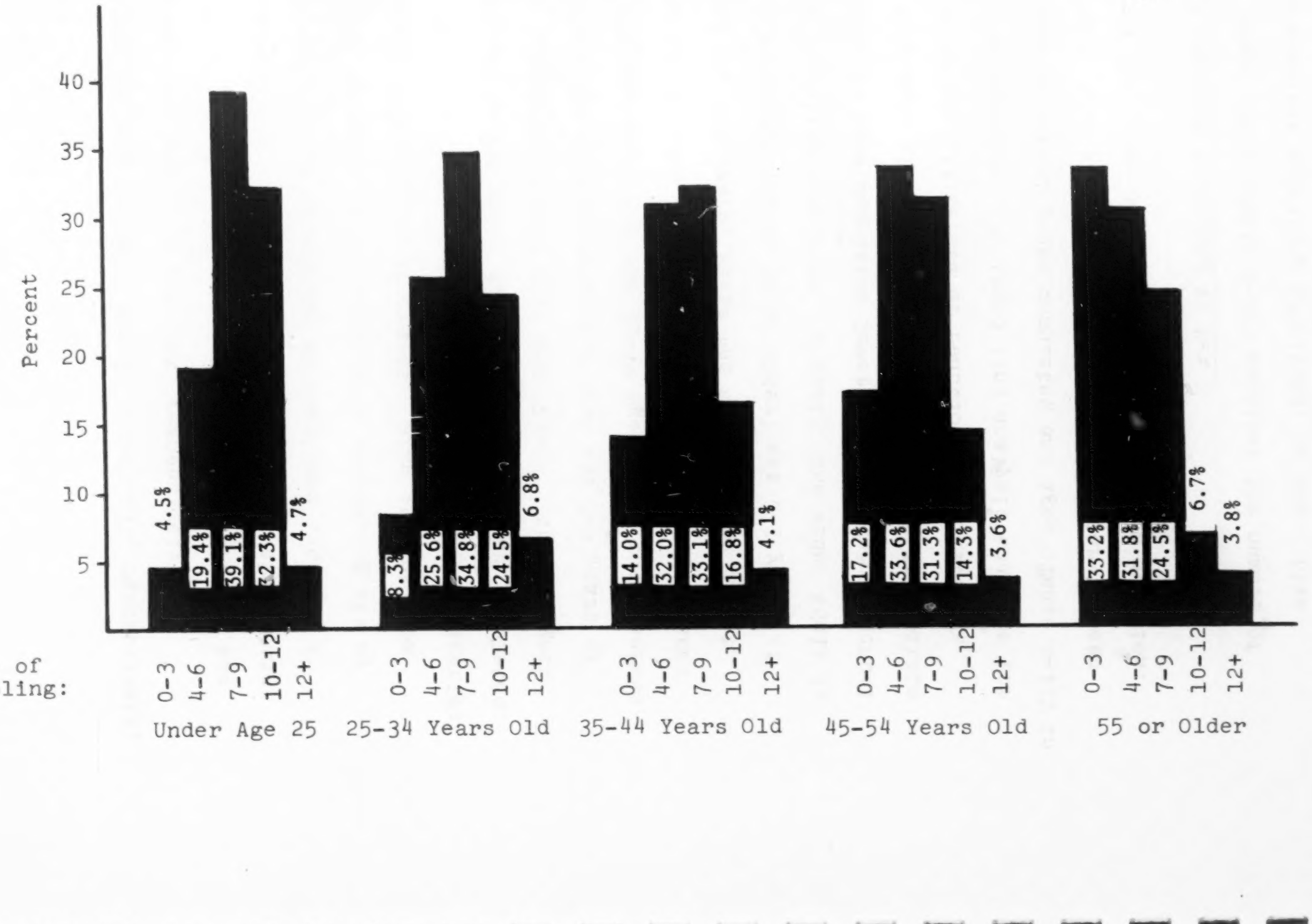
Years of Previous Schooling vs Age

Chart XVII (Table A-XIV) examines the number of years of previous schooling completed by different age categories of enrollees. It will be noted that persons under age 25 constituted the "best educated group" (in terms of years of school completed). More than three-fourths of this group had completed seven or more years of school and 37 per cent completed 10 or more years prior to their enrollment in ABE. As the age of enrollees increases, it will be noted that the proportion of persons completing this much schooling progressively decreases. For enrollees age 25-34 the corresponding figures for completion of 7 or more years or 10 or more

CHART XVII (TABLE A-XIV)

YEARS OF PREVIOUS SCHOOLING VS. AGE

4-YEAR TOTALS



years of schooling are 66.1 and 31.3 per cent, respectively; age 35-44--54.0 and 20.9 per cent, respectively; age 45-55--49.2 and 17.9 per cent, respectively; and for age 55 or older--35.0 and 10.5 per cent, respectively. Conversely, as the age categories of enrollees increase a consistent increase in the proportion completing six or fewer years of schooling increases. Also evident from Chart XVII is a difference among the various age categories with respect to the modal number of school years completed. For age categories "under 25," and "25-34" (the youngest categories) the mode observed for each was 7-9 years of previous schooling. For the 35-44 age group, the observed mode was 10-12 years of schooling. The mode for persons age 45-54 was 4-6 years, while the mode for the oldest group of enrollees (those 55 or older) was 0-3 years of previous schooling completed. Clearly, the older adult is more likely to have completed fewer years of formal school and is thus more likely than younger adults to fall within the realm of the illiterate or functionally illiterate category of enrollee. No trend line analysis was made for comparisons of school years completed and age. Table A-XIV in the Appendix, however, does provide detailed year-to-year statistics for those desiring to examine such a question.

Years of Previous Schooling vs Sex

Chart XVIII (Table A-XV) examines the number of years of previous schooling completed, by sex. Like

CHART XVIII (TABLE A-XV)

YEARS OF PREVIOUS SCHOOLING VS. SEX

4-YEAR TOTALS

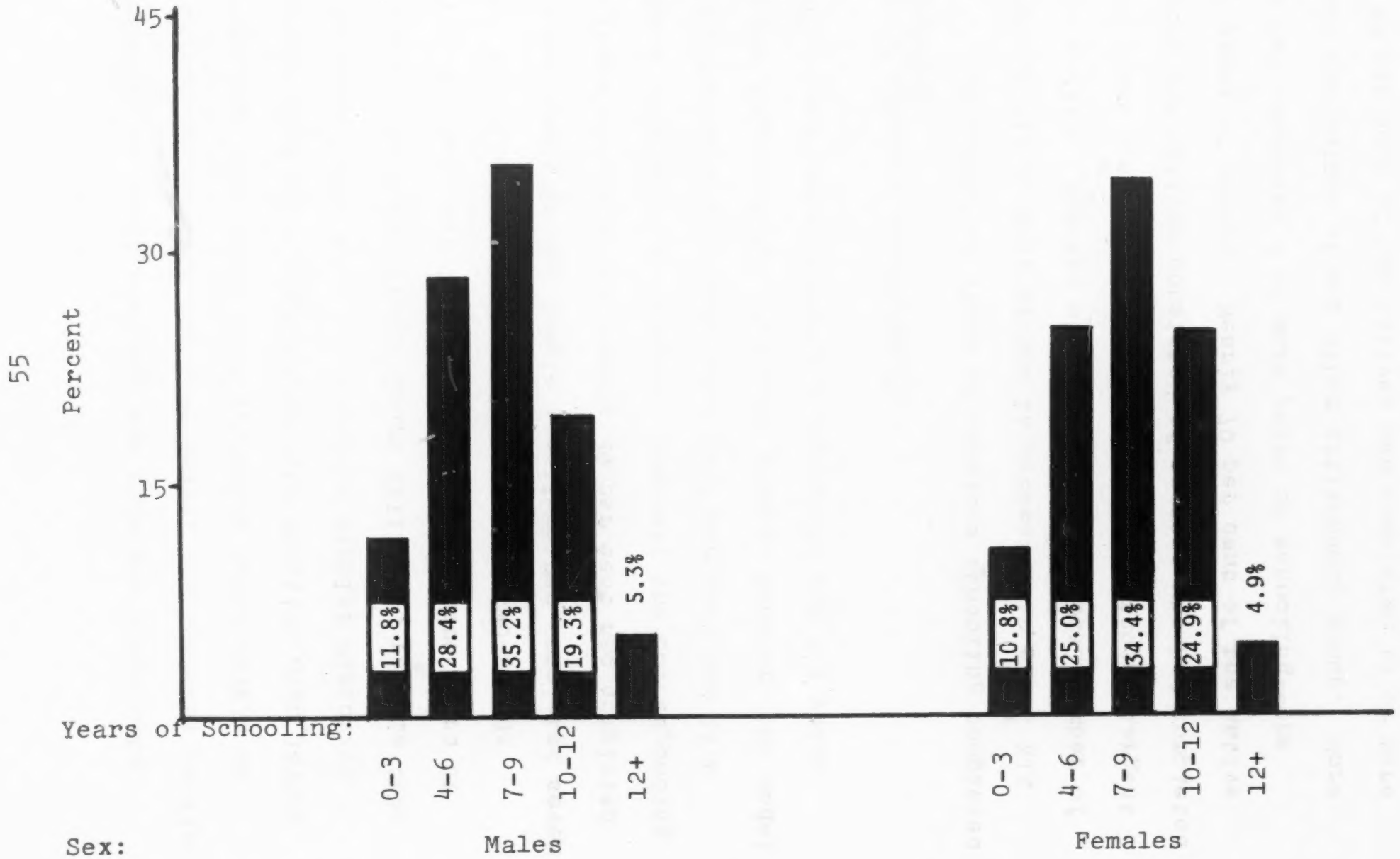


Chart XVII, no trend analysis was made for these data. Chart XVIII shows that for both sexes, the smallest portion of enrollees were those with extremely lower levels of education (0-3 years) and those with relative high levels of education (more than 12 years)--a similar discovery brought out in Chart XVII. Chart XVIII also reveals that generally female enrollees have completed more years of formal schooling than have males. Nearly two-thirds (64.2 per cent) of the female enrollees had completed seven or more years of school and nearly 30 per cent had completed 10 years of schooling or more. However, the corresponding figures for male enrollees were 59.8 per cent and 24.6 per cent respectively. For both groups, however, the modal number of school years previously completed was 7-9 years.

Years of Previous Schooling vs Citizenship

The number of years of previous schooling completed by various citizenship groups is presented in Chart XIX (Table A-XVI). For the native group, the modal number of school years completed was 7-9 years. The second largest category for natives consisted of persons who had completed 10-12 years of school. Nearly 70 per cent of the native group had completed 7 or more years of schooling--the largest percentage of any other citizenship group. More than 28 per cent of the natives had completed 10 or more years of previous schooling. This percentage was the

second largest of all citizenship groups completing as many years of schooling. The percentage of natives with only 0-3 years of schooling completed ranked next to the lowest for all groups (10.3 per cent). Curiously, natives ranked lowest in the percentage of persons with more than 12 years of schooling previously completed.

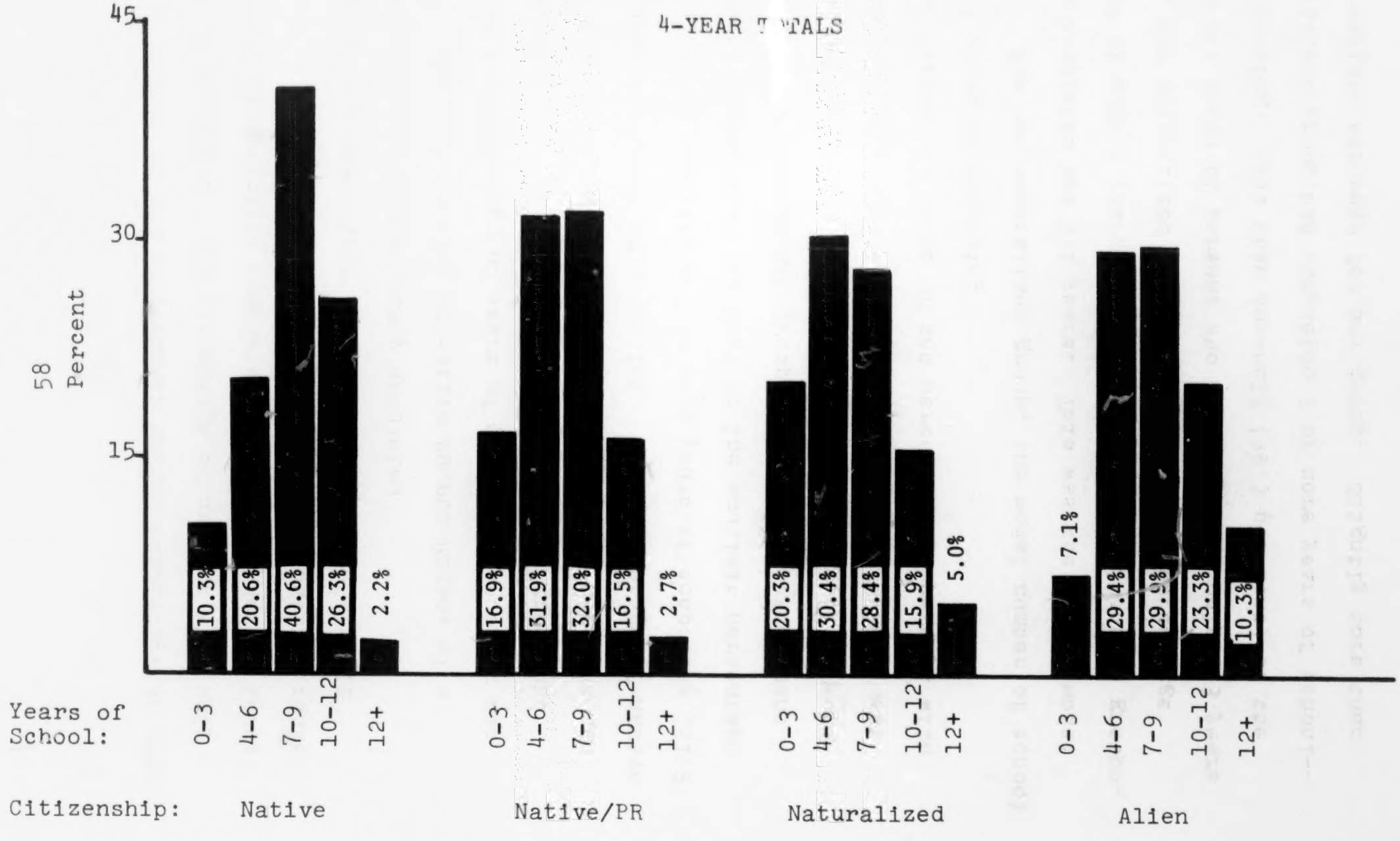
The distribution of native Puerto Ricans with respect to the number of years of previous schooling was almost bimodal. An even 32 per cent of this group had completed 7-9 years of schooling, while 31.9 per cent had completed 4-6 years of schooling. The percentage of native Puerto Ricans completing 7 or more years of schooling (51.2 per cent) constituted the next to the smallest percentage for all other citizenship groups. Native Puerto Ricans ranked lowest of all groups in the percentage of persons completing 10 or more years of schooling and ranked next to the largest in terms of the percentage of persons with only 3 years of schooling.

For the naturalized group, the modal number of school years completed was 4-6 years. This was the lowest modal number of school years completed for all citizenship groups. Also, the naturalized group had the highest percentage (20.3 per cent) of persons who had completed only 0-3 years of schooling. Less than one-half (49.3 per cent) of the naturalized group had completed 7 or more years of school--the smallest recorded for any group. Slightly more than

CHART XIX (TABLE A-XVI)

YEARS OF PREVIOUS SCHOOLING VS. CITIZENSHIP

4-YEAR TOTALS



one-fifth (20.9 per cent) had completed 10 or more years of schooling. This was the next to the lowest percentage in that category for any citizenship group. Surprisingly, the percentage of naturalized with more than 12 years of schooling was the next to the highest noted for any group.

The alien group distribution for the number of years of previous schooling was also nearly bimodal. Slightly under 30 per cent (29.9 per cent) had completed 7-9 years while 29.4 per cent had completed 4-6 years. This group ranked second in terms of the percentage of persons who had completed 10 or more years of schooling (63.5 per cent), while they ranked first in terms of the proportion completing 10 or more years. However, in spite of this, the aliens also constituted the group with the highest percentage of persons with only 0-3 years of previous schooling.

In sum, it appears that on the whole the native and alien groups are the "best educated" citizenship groups (in terms of the number of years previous school completed by members). Likewise, persons in the naturalized and native Puerto Rican groups have the lowest levels of education in this respect.

Years of Previous Schooling
vs Class Level

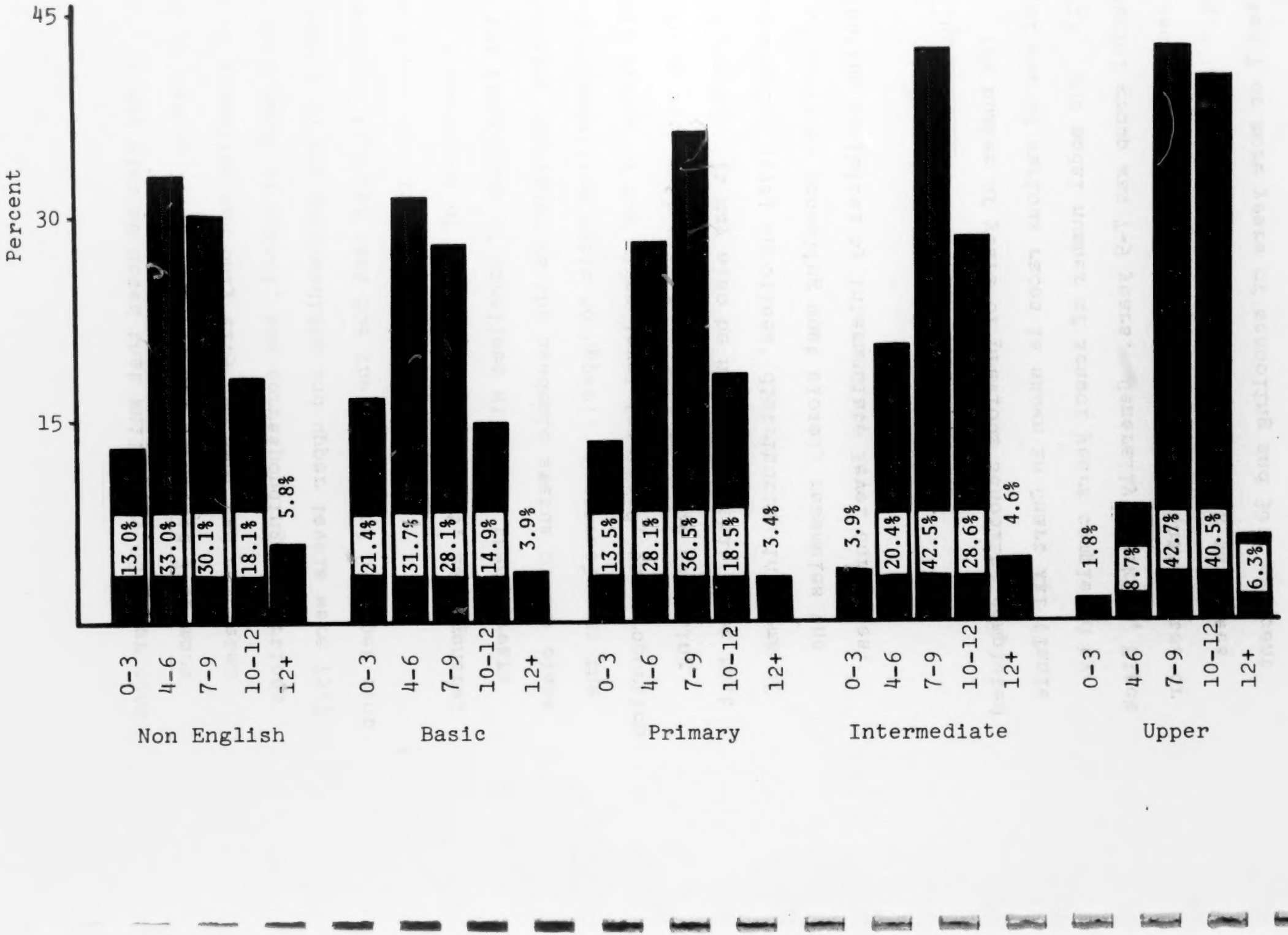
The number of years of previous schooling completed by enrollees in various class levels is shown in Chart XX (Table A-XVII). For the non-English level and basic level

enrollees, the modal number of school years completed was 4-6 years. Nearly one-third (33 per cent) of the former's enrollment and more than three-tenths (31.7 per cent) of the latter's enrollment were in this category. For the non-English level enrollees, 54 per cent had completed 7 or more years of school and 23.9 per cent had completed 10 or more years of schooling. The corresponding percentages for enrollees in the basic level were 46.9 per cent and 18.8 per cent, respectively. On the whole, students in basic level classes had fewer years of previous schooling completed than did enrollees in any other class level.

For enrollees in the primary, intermediate, and upper levels, the modal number of school years completed was 7-9 years. The proportion of such enrollees in the primary level was 36.5 per cent, in the intermediate level--42.5 per cent and in the upper level 42.7 per cent. Although these groups were similar in that the mode for each was 7-9 years of previous schooling, it should be noted that they not only differed with respect to the percentage of students comprising the mode, but that they also differed with respect to their second largest category of enrollees. The second largest proportion of primary enrollees had completed 4-6 years of schooling, while the second largest group of intermediate and upper level enrollees had completed 10-12 years of school.

CHART XX (TABLE A-XVII)

NUMBER OF YEARS PREVIOUS SCHOOL COMPLETED BY ENROLLEE IN VARIOUS CLASS LEVELS: 4-YEAR TOTALS



It may also be noted that while only 58.4 per cent of the primarily level students had completed 7 or more years of schooling and only 21.9 per cent had completed 10 or more years of school, the corresponding proportions of students in the intermediate and upper levels were 75.7 per cent and 33.2 per cent for the former and 89.5 per cent and 46.8 per cent for the latter.

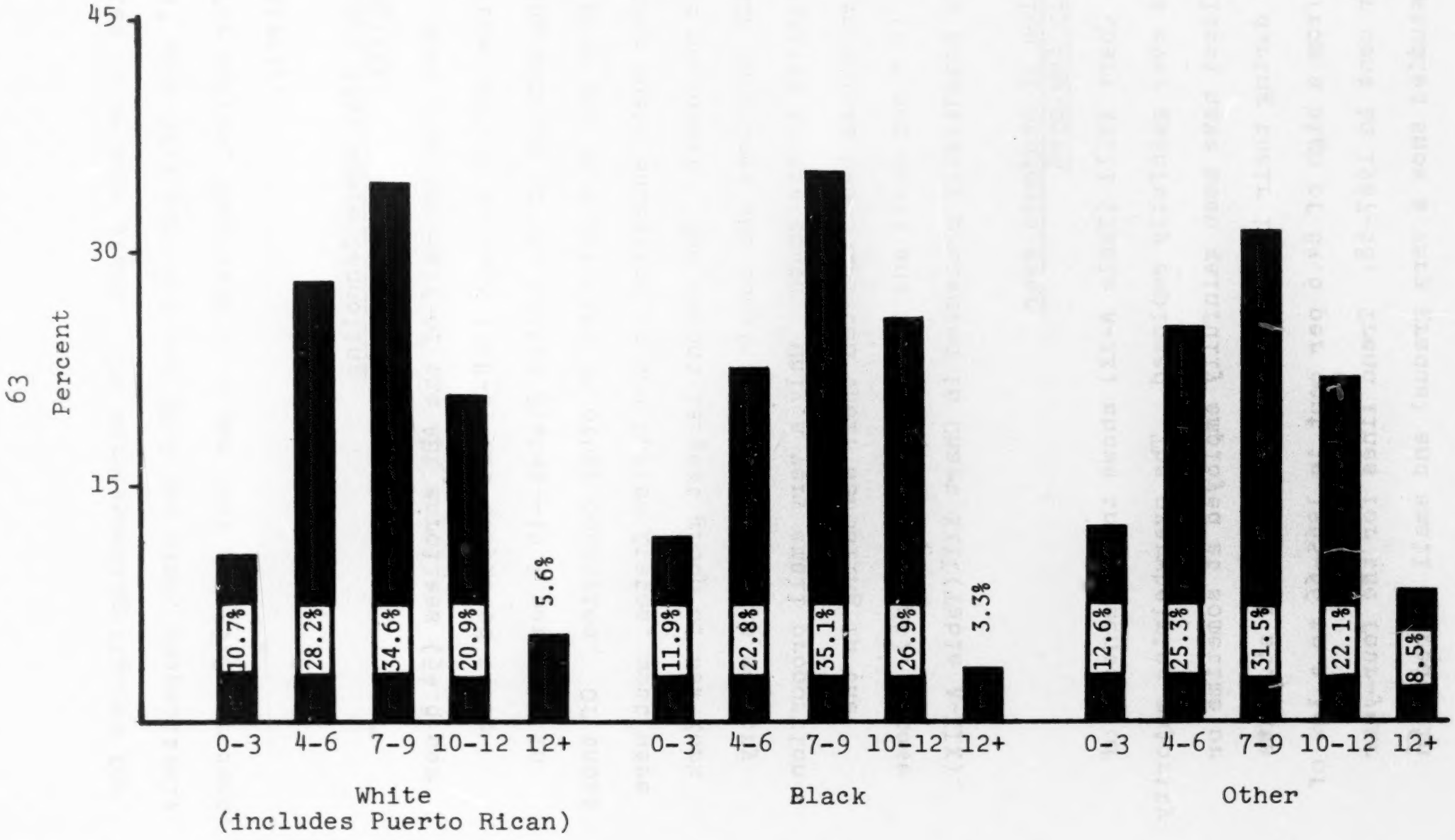
Examination of Chart XX reveals that, as a general rule, the proportion of enrollees with less than 7 years of schooling decreased as the academic status of the class level increased(from basic to upper). Conversely, as the academic status of the class level increased, the proportion of students with more than 7 or more years of schooling also increased. It may also be noted from this Chart that the non-English level enrollees' distribution in terms of years of previous schooling most closely resembles the distribution exhibited by intermediate level enrollees.

Number of Years of Previous Schooling vs Race

The number of years of previous schooling completed by enrollees of various races is shown in Chart XXI (Table A-XVIII). The modal number of school years completed by each racial group was 7-9 years. Generally speaking, Black enrollees completed more years of schooling than whites or "others." More than 65 per cent of the Black enrollees completed 7 or more years of schooling and 30.2 per cent

CHART XXI (TABLE A-XVIII)

NUMBER YEARS PREVIOUS SCHOOLING VS. RACE



completed 10 or more years. The corresponding figures for "others" were 62.1 per cent and 30.6 per cent, respectively; while for whites, they were 61.1 per cent and 26.2 per cent, respectively.

Geographic Area where Schooling was Completed

More than one-half of the ABE enrollees (54.8 per cent) from 1965-66 through 1968-69 had completed their schooling outside of the United States--19.4 per cent in Puerto Rico and 35.4 per cent in other countries. Of those completing their education in the United States, most were from the northeast. The second largest group of New York State ABE enrollees who completed school in this country were educated in the south. Only a very small proportion of the enrollees had completed their schooling in the midwest (0.6 per cent) and farwest (0.2 per cent). These data are graphically presented in Chart XXII (Table A-XIX).

Proportion of Students ever Gainfully Employed

Chart XXIII (Table A-XX) shows the percentage of students ever gainfully employed. The overwhelming majority of enrollees have been gainfully employed at sometime or another during their lives. This proportion of students ranged from a high of 84.6 per cent in 1965-66 to a low of 76.3 per cent in 1967-68. Trend lines for the four-year period studied show a very gradual and small increase in

CHART XXII (TABLE A-XIX)

GEOGRAPHIC AREAS WHERE SCHOOLING WAS COMPLETED: 4-YEAR TOTALS

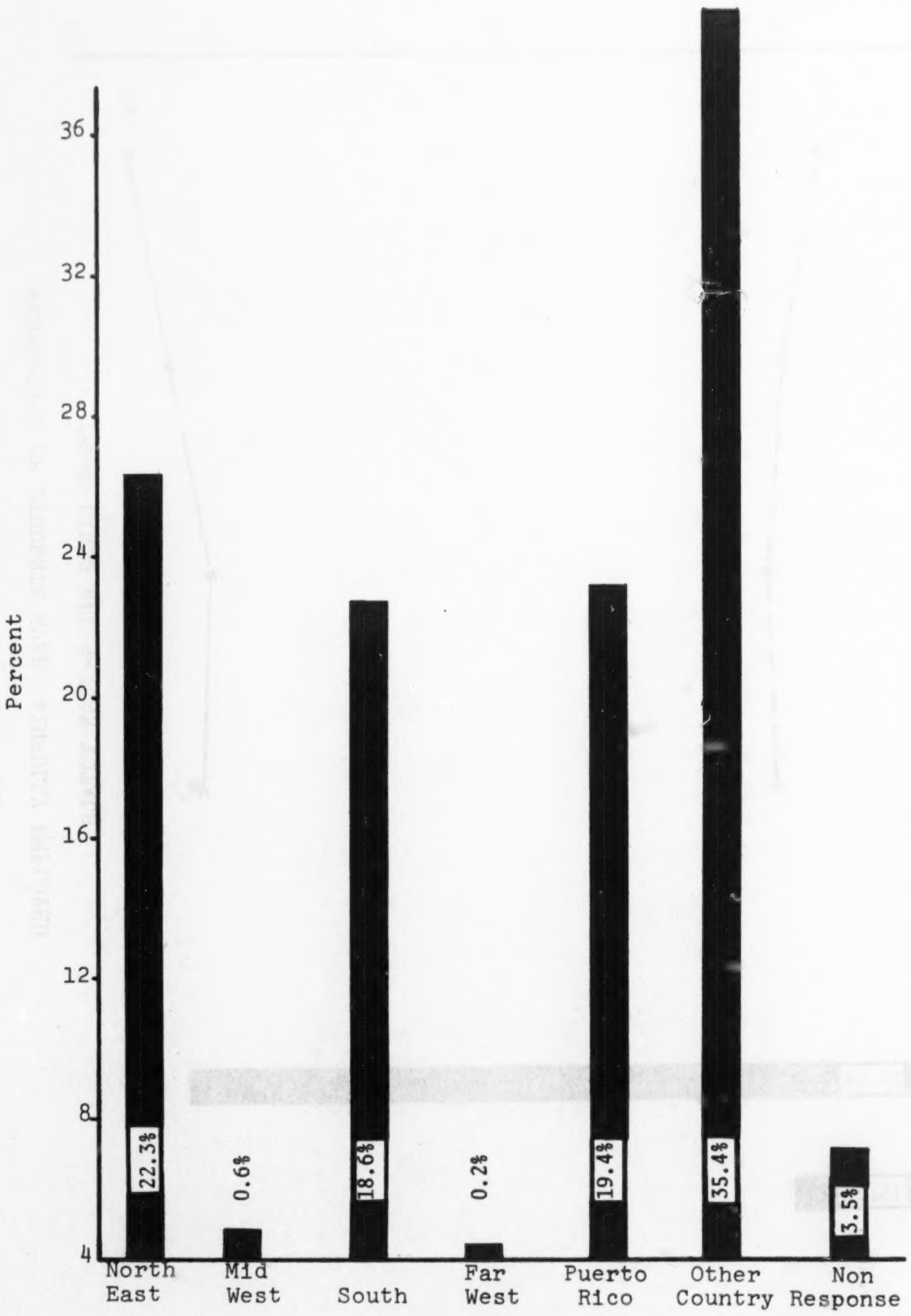
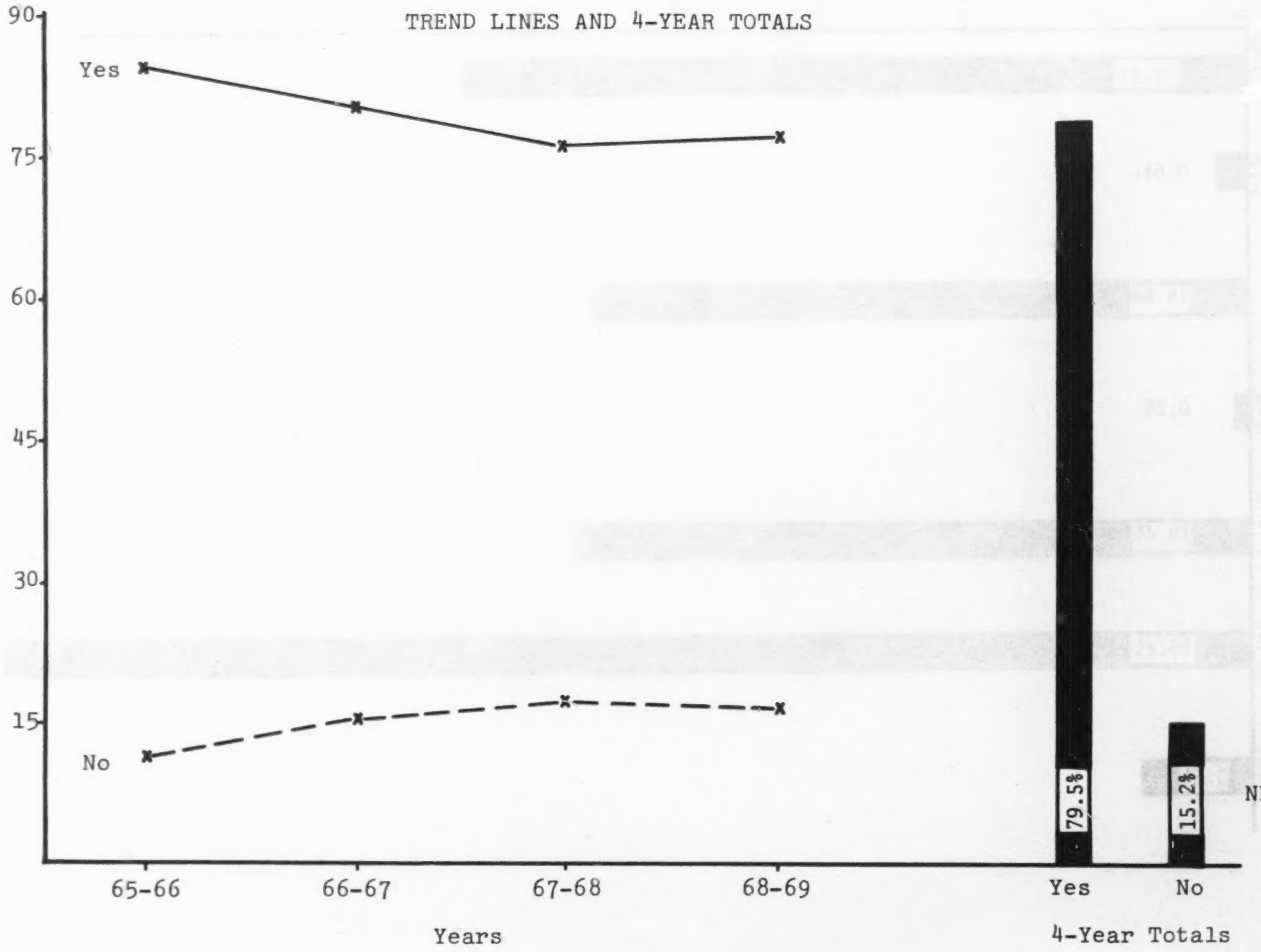


CHART XXIII (TABLE A-XX)

PROPORTION OF STUDENTS EVER GAINFULLY EMPLOYED

TREND LINES AND 4-YEAR TOTALS



66

78

NR's = 5.

the proportion of enrollees never gainfully employed. This might be interpreted as meaning that the program has achieved an increasing degree of success in involving the hard-core disadvantaged in the ABE program. Examination of the four-year totals reveal that nearly 80 per cent (79.5 per cent) have at sometime been gainfully employed, 15.2 per cent have never been gainfully employed; while no data were obtained for 5.3 per cent of the enrollees with respect to this matter.

Gainful Employment vs Years of Previous Schooling

Chart XXIV (Table A-XXI) provides for an examination of the relationship between gainful employment and the number of years of previous schooling completed by enrollees. In general, it is evident from Chart XXIV that, as the number of years of previous schooling increases the proportion of enrollees ever having had gainful employment also increase; or, conversely, as the level of previous schooling decreases, the proportion of enrollees not ever having had gainful employment experiences, increases. In other words the data in Chart XXIV tend to support the widely noted relationship between level of education of potential for gainful employment.

Gainful Employment vs Race

Racial differences with respect to ever having been gainfully employed are presented in Chart XXV (Table A-XXII).

CHART XXIV (TABLE A-XXI)

GAINFUL EMPLOYMENT VS. YEARS OF PREVIOUS SCHOOLING

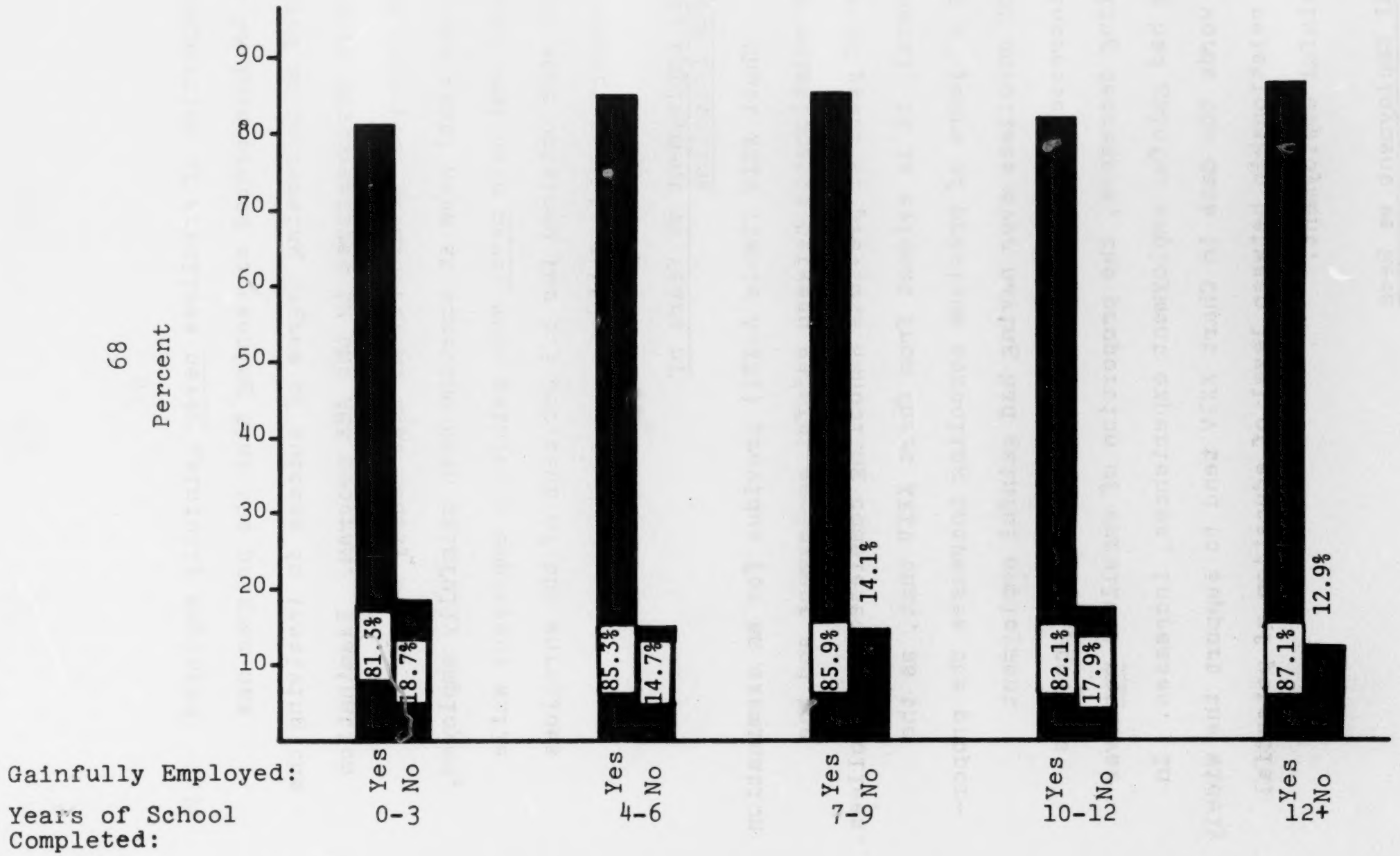
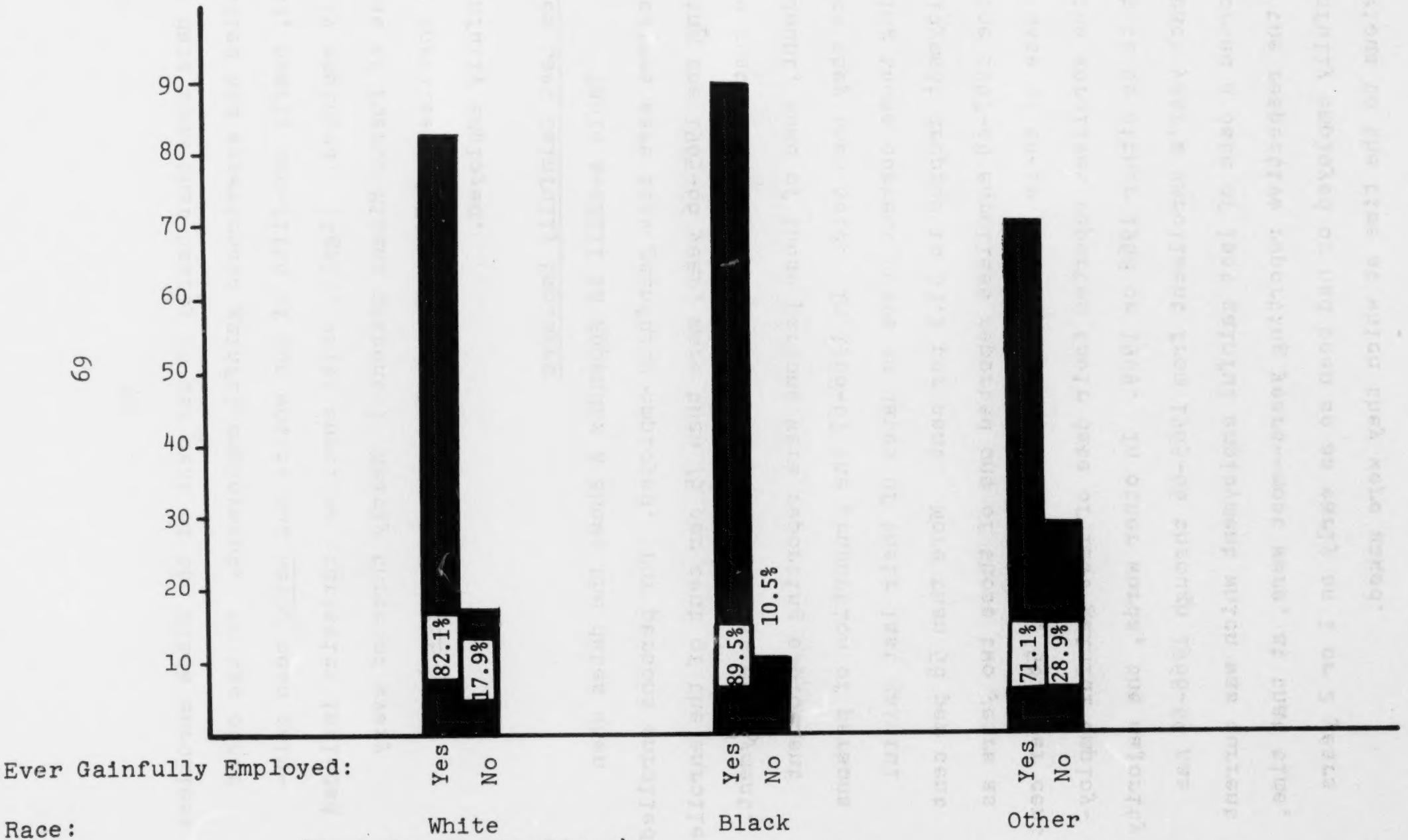


CHART XXV (TABLE A-XXII)

GAINFUL EMPLOYMENT VS. RACE



The data show that nearly 90 per cent of the Black enrollees studied had experienced gainful employment. On the other hand, nearly one-fifth of the whites had never been gainfully employed. (Again, white enrollee statistics included those of Puerto Ricans descent.) Nearly three of every ten enrollees of "other" racial groups had never been gainfully employed.

Dates Last Gainfully Employed

Table A-XXIII in Appendix A shows the dates when enrollees were last gainfully employed. For persons enrolled during the 1965-66 year, more than 75 per cent of the enrollees gave that current year as the date of their last employment. No doubt, some of these persons were reporting employment which they then held. In 1966-67 the proportion of persons giving those current years as dates of their last gainful employment dropped to 53.9 per cent. More than 58 per cent of the 1967-68 enrollees reported one of those two years as the date of their last employment. In 1968-69, 58.7 per cent of the enrollees reported their date of last gainful employment to be either 1968 or 1969. In other words, the majority of each year's enrollment from 1965-66 through 1968-69 has reported a date of last gainful employment which was current for the respective reporting years--most were, at that time, gainfully employed or had been so as early as 1 or 2 years previous to the time at which they were asked.

Occupation of Enrollees

The occupational classifications of persons in the ABE program over the four-year period studied reveal that the largest group (23.8 per cent) were housewives. The second largest groups were semi-skilled workers (15.3 per cent) and unskilled workers (15.3 per cent). Skilled workers, the third largest occupational category, constituted 8.7 per cent of the program's population. Domestics (16.8 per cent) ranked fourth, while service trades (4.0 per cent) and "others" (4.0 per cent) both ranked fifth. In essence, with exception of the 8.7 per cent of the population which were in skilled occupations, the great majority of participants, if employed at all, worked in lower paying, lower "occupational ladder," lower status jobs. Also, nearly 16 per cent were reported to be "unemployed" at the time of their enrollment. The complete breakdown of data is provided for in Chart XXVI (Table A-XXIV).

Number of Students Completing, Not Completing, and Recycling

Chart XXVII (Table A-XXV) summarizes statistics with respect to the number of students who completed (achievement of a passing score on the minimum competency examination) the program, dropped out, or were recycled in the program (reassigned to another class). The 4-year totals show that since 1965-66, nearly one-third of all enrollees dropped out of the program, 6.7 per cent completed it, while the vast

CHART XXVI (TABLE A-XXIV)

OCCUPATION OF ENROLLEES: 4-YEAR TOTALS

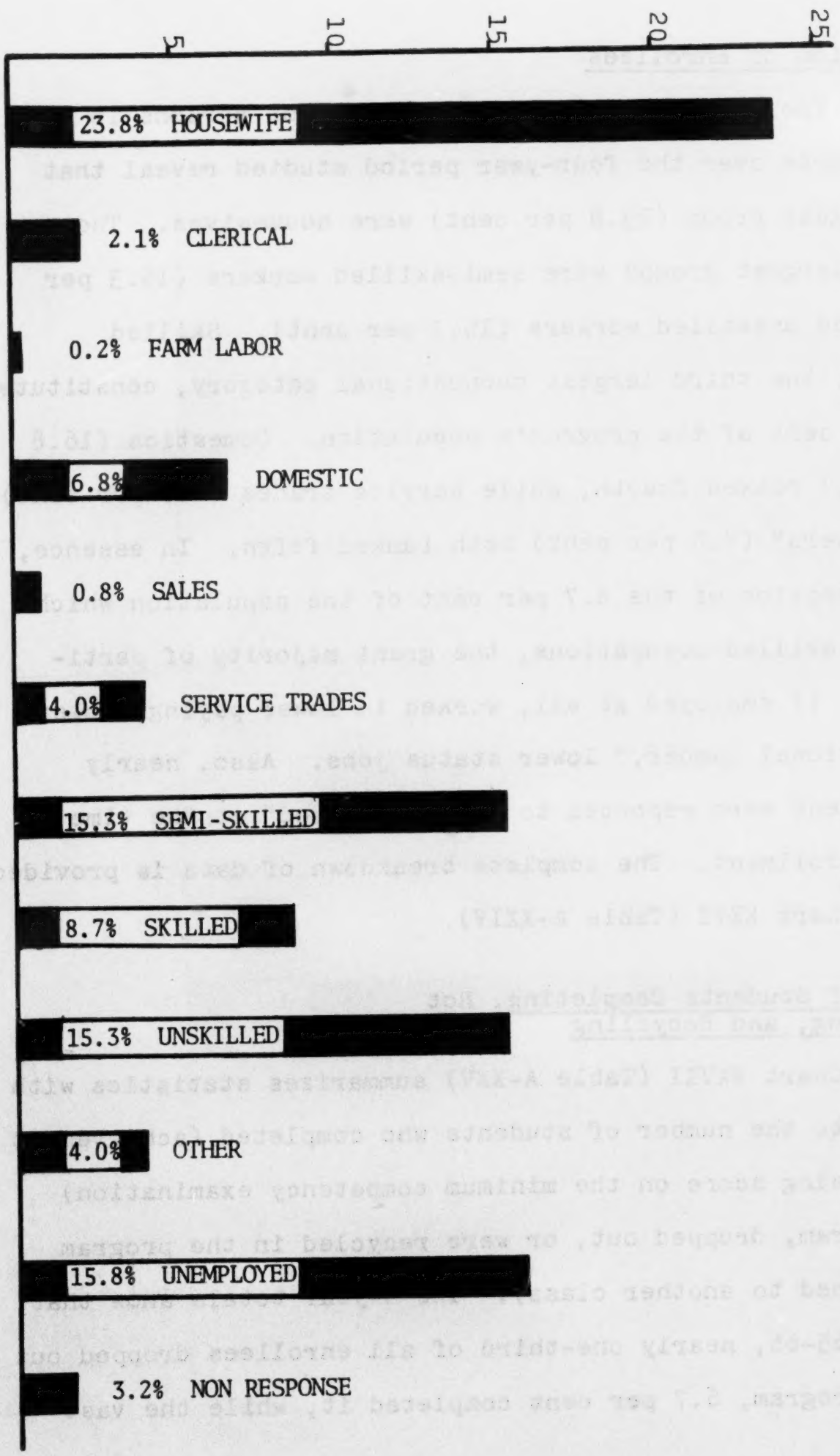
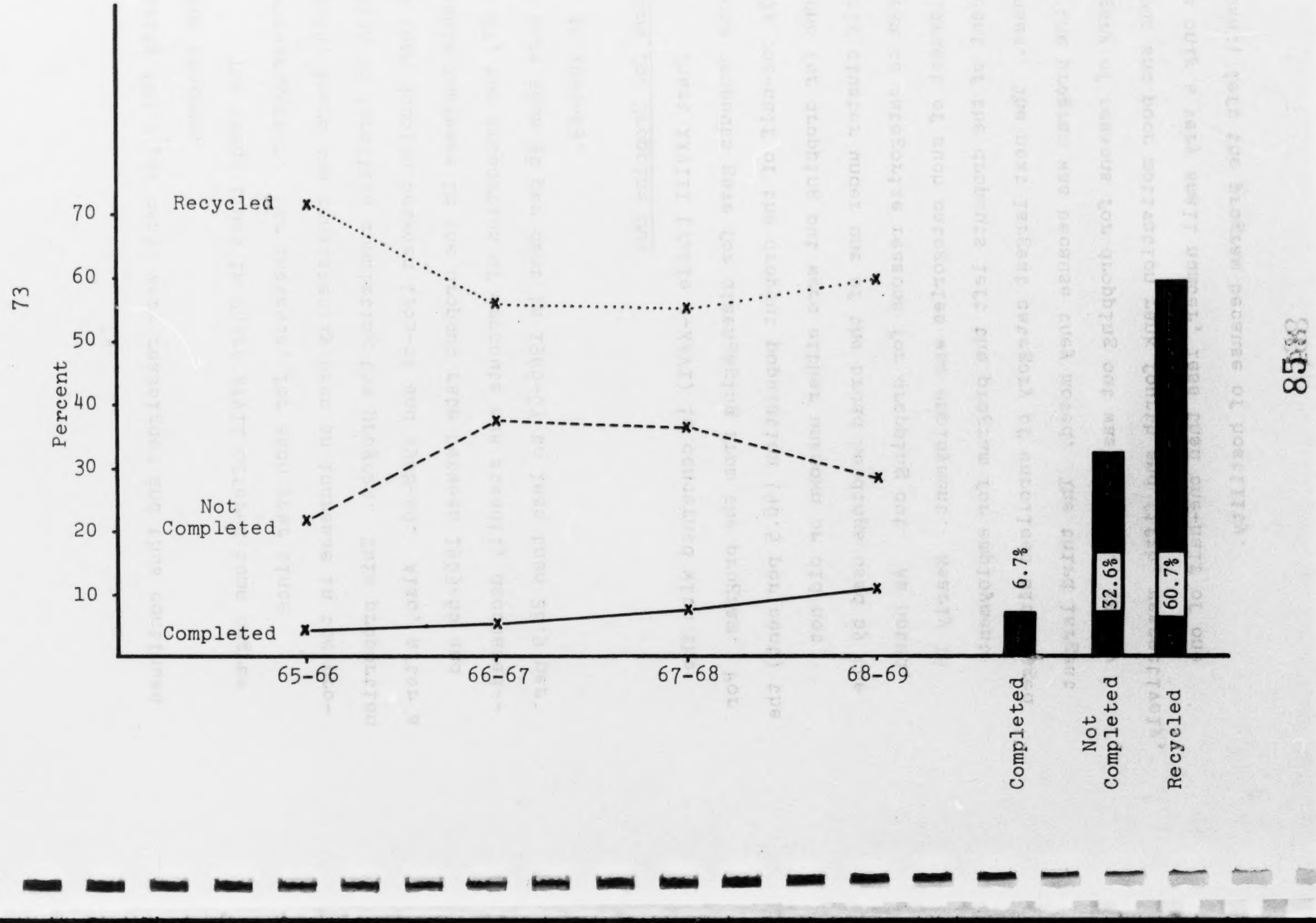


CHART XXVII (TABLE A-XXV)

STUDENTS COMPLETING, NOT COMPLETING AND RECYCLING TRENDLINES AND YEAR TOTALS



majority (60.7 per cent) were reassigned and thus continued in the program.

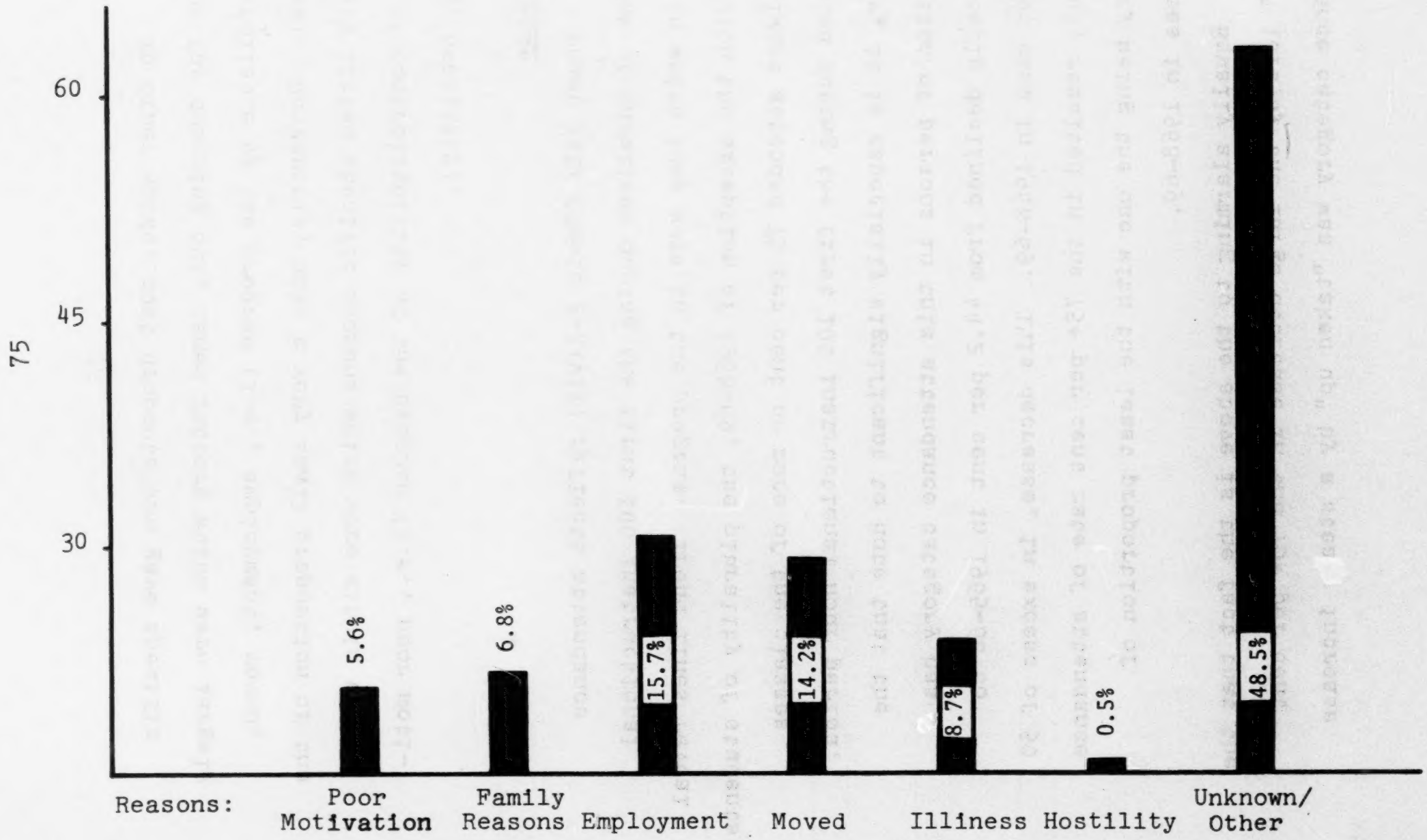
The trend lines in Chart XXVII offered some degree of encouragement. For instance, for each year since 1965-66, there has consistently been an increase in the proportion of enrollees completing the program. This proportion more than doubled between 1965-66 and 1968-69. Also, after a sizeable increase in the dropout rate between 1965-66 and 1966-67, the proportion of dropouts has steadily decreased--from more than 38 per cent in 1966-67 to less than 28.9 per cent in 1968-69.

Reasons for Dropping Out

Chart XXVIII (Table A-XXVI) is concerned with the reasons dropouts gave for disengaging from the program. For nearly one-half of the dropout population (48.5 per cent) the reasons for dropping out were either unknown or did not clearly cluster under one of the broad headings used by the program to categorize reasons for dropping out. As noted, the largest of such categories was employment. Nearly 16 per cent of the dropouts left the program for employment purposes. The next largest category of enrollees disengaged from the program was because they moved. The third largest category of reasons for dropping out was illness. Family reasons and poor motivation rank fourth and fifth, respectively, while only a very small number, less than one-half of one per cent, left the program because of hostility.

CHART XXVIII (TABLE A-XXVI)

REASONS FOR NOT COMPLETING PROGRAM: 4-YEAR TOTALS



In other words, most dropouts who gave specific reasons for dropping out, named factors which were largely uncontrollable by the program (i.e., employment, moved, illness). Conversely, only a very small proportion of the dropouts listed specific reasons which were within the realm of controllability of the program (i.e., poor motivation, hostility).

Attendance

Chart XXIX (Table A-XXVII) reflects attendance patterns of enrollees during the first 100 instructional hours in which they were in the program. Trend lines reveal that, with the exception of 1968-69, the plurality of students have always attended 75 per cent or more of the classes scheduled during the first 100 instructional hour period. However, it is especially significant to note that the proportion of persons in this attendance category has drastically declined from 44.2 per cent in 1965-66 to 20.3 per cent in 1968-69. This decrease, in excess of 50 per cent, resulted in the 75+ per cent rate of attendance category being the one with the least proportion of enrollees in 1968-69.

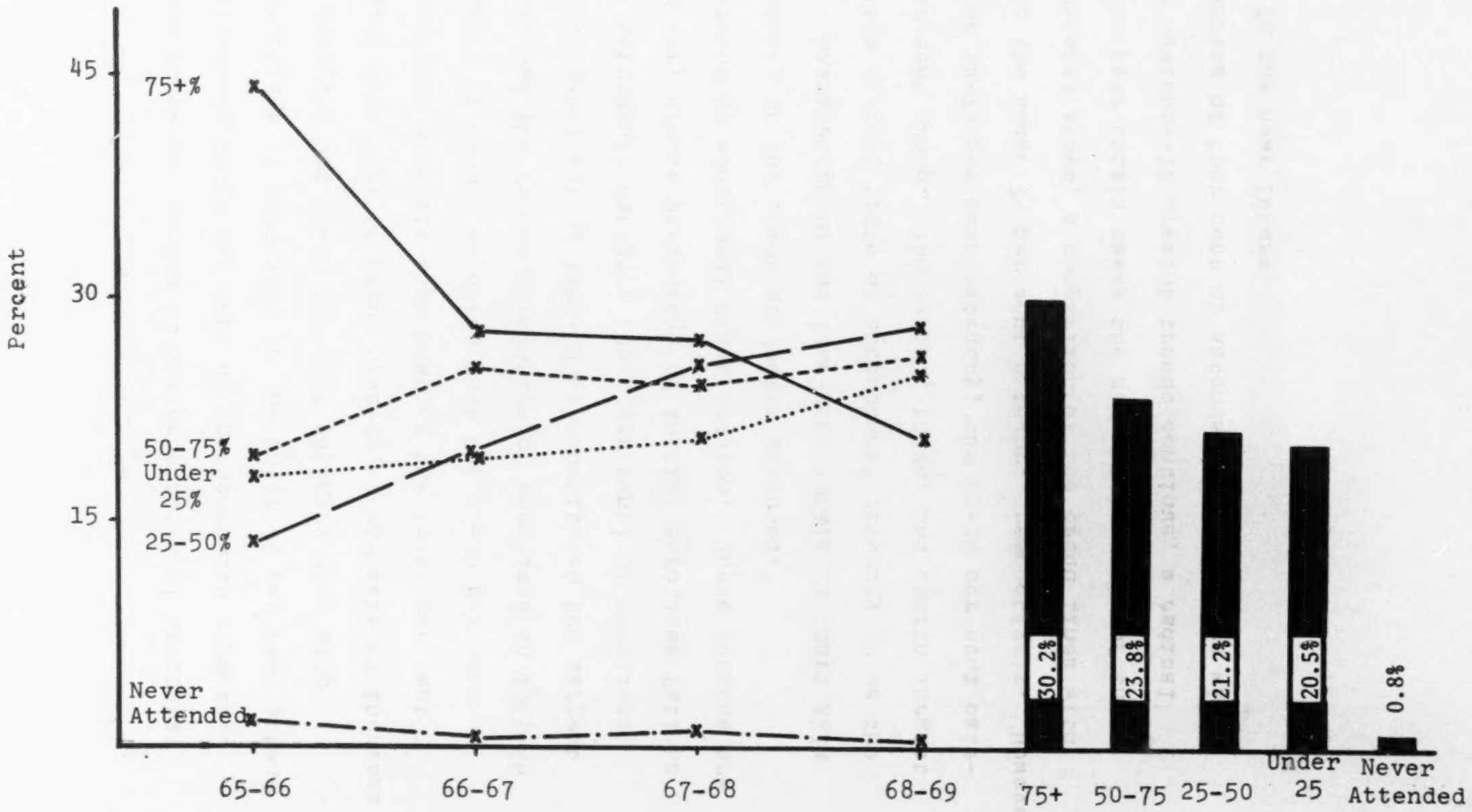
Equally alarming to the above is the fact that the "slack" left by the large decrease in the 75+ per cent attendance category was "taken up" by a steady increase

over the four-year period in the proportion of students only attending 25-50 per cent of the scheduled classes. The percentage of enrollees in the under 25 per cent attendance category and 50-75 per cent category have also increased from year to year; however, their rate of increase has been less dramatic than that of the 25-50 per cent category. It should be noted that the 25-50 per cent category had the fewest percentage of enrollees in 1965-66 (13.7 per cent) but by 1968-69 it constituted the largest single attendance category (28.2 per cent) of enrollees. Only a very minute percentage of initial enrollees fail to ever attend an additional class session. These persons are represented on the chart as "never attended."

Examination of the four-year totals in Chart XXIX shows the largest "rate of attendance" category to be the 75+ per cent group. The second, third, and fourth largest were the 50-75 per cent category, the 25-50 per cent category as the under 25 per cent category, respectively. However, as indicated above, a comparison of the trend lines with the four year totals makes the deceptive nature of the latter obvious--if present trends continue, a radical re-ordering of "per cent of attendance" categories will occur in the near future.

CHART XXIX (TABLE A-XXVII)

ATTENDANCE (1ST 100 HOURS): TREND LINES AND 4-YEAR TOTALS



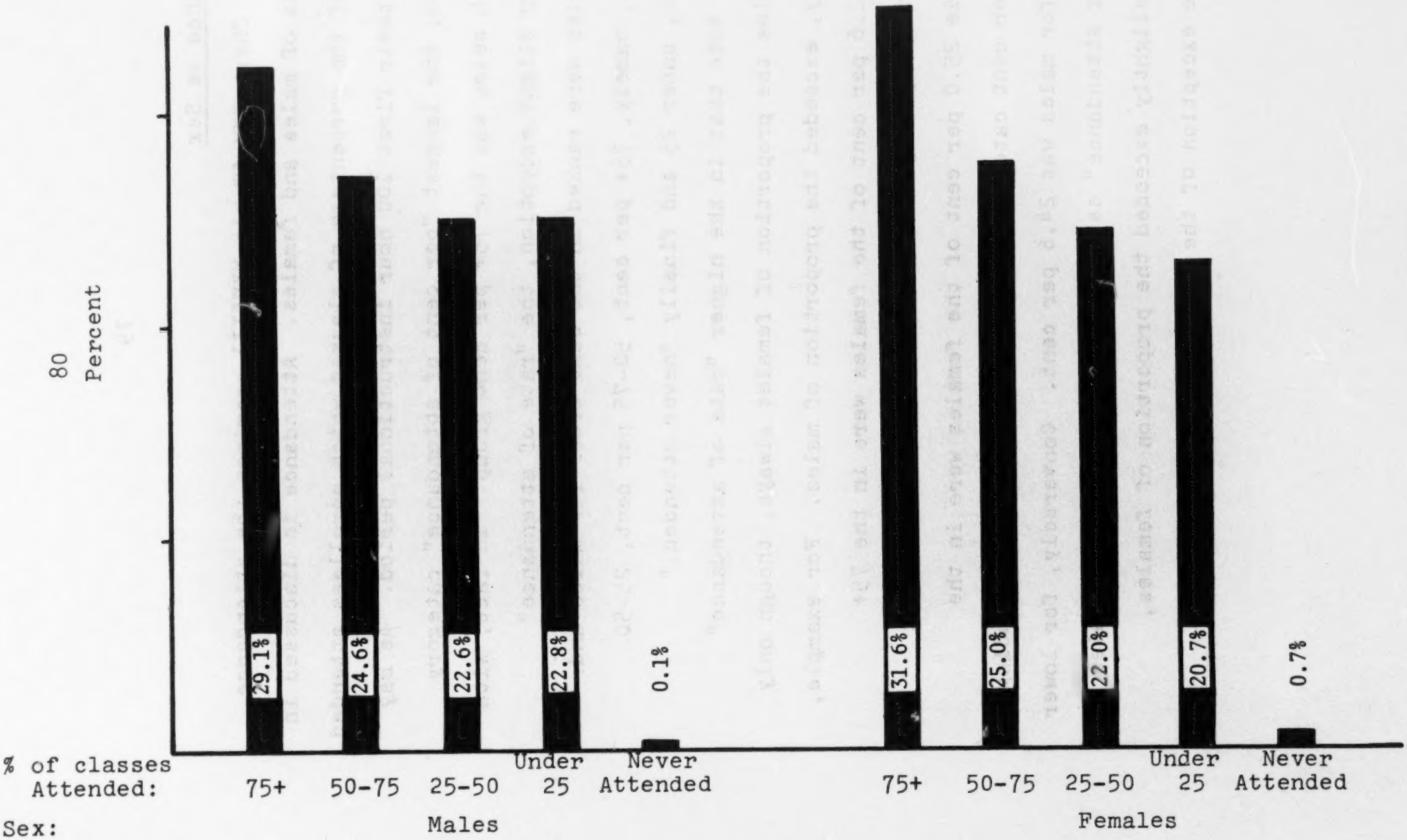
Attendance vs Sex

Chart XXX (Table XXVIII) examines the attendance patterns of males and females. Attendance is discussed in terms of the percentage of classes which enrollees attended during their first 100 hour instructional period. As may be noted, the largest "per cent of attendance" category for both sexes was the 75+ per cent group. In fact, with one very slight exception, the "rate of attendance" categories were ranked in the same order for males and females, namely, 75+ per cent, 50-75 per cent, 25-50 per cent, under 25 and finally "never attended."

Note that in the higher "rate of attendance" categories the proportion of females always, though only slightly, exceeded the proportion of males. For example, while 31.6 per cent of the females were in the 75+ per cent group only 29.1 per cent of the males were; and while 25.0 per cent of the females were in the 50-75 per cent category of attendance, the corresponding figure for males was 24.6 per cent. Conversely, for lower "rate of attendance" categories the proportion of males always slightly exceeded the proportion of females, with the exception of the "never attended" category.

CHART XXX (TABLE A-XXVIII)

ATTENDANCE (1ST 100 HOURS) VS. SEX: 4-YEAR TOTALS



In light of the insight gleaned from the trend lines for attendance shown in the Chart XXX, an examination of possible trends with respect to sex differences in rates of attendance is in order. Trend lines, as such, are not presented for this comparison; however, the data on which the following discussion is based may be found in the Appendix in Table A-XXVIII. From Table A-XXVIII it is evident that the proportion of both males and females in the 75+ per cent attendance category has dropped steadily over the four-year period studied. The drop in this category, however, has been slightly more severe for females than for males. In 1965-66, 41.6 per cent of the males attended 75+ per cent of the scheduled classes. However, by 1968-69 this per cent has decreased to 20.1--on the other hand, the proportion of females in this same "rate of attendance" category fluctuated from 44.8 per cent in 1965-66 to 20.5 per cent in 1968-69.

Table A-XXVIII also shows the increase in the proportion of enrollees in the 25-50 per cent rate of attendance category to be the most consistent and dramatic one over the four-year period studied. While this was true for both sexes, the increase in the proportion of males in this category was more intense than the increase in the proportion of females in this same attendance category.

Both sexes showed an increase in the proportion of members in the under 25 per cent attendance category. While

both sexes increased their numbers in this category by approximately six percentage points from 1965-66 through 1968-69, the increase observed for males was a gradual year to year increase, while the six percentage points gained by females resulted only after annually fluctuating of increases and decreases. This might be intepreted as meaning the male "trend" toward an increasing proportion of enrollees under 25 per cent of the 100 hours of classes is a more stable and reliable one than the corresponding trend for females. As for the attendance category 50-75 per cent, the proportion of males and females in this category has fluctuated, but generally increased since 1965-66.

In sum, the four-year totals show that for both males and females, the plurality are in the 75+ percent attendance category. However, the year to year data reflect a steady, four-year decline in the proportion of enrollees in this attendance category, for both sexes--the most intense decline being observed of females. Likewise the proportions of enrollees in the 25-50 per cent and under 25 per cent attendance categories have generally increased--with the increase of the former being the most intense, and being particularly so for males. For this reason, one can only surmise that the rate of attendance during the first 100 hours has experienced considerable decrease, and, if trends may be inferred from the past year to year data, it appears

such decreases may continue. This holds true for both male and females; however, it is not yet clear for which sex these decreases are most severe.

Attendance vs Years of Previous Schooling

Chart XXXI (Table A-XXIX) provides for a comparison of attendance in terms of the years of previous schooling completed by enrollees. By comparing extreme groups in terms of the years of previous schooling (those with 0-3 years vs those with 12+ years) a most revealing relationship between amount of previous schooling and rate of class attendance is revealed. Note that those with 0-3 years of schooling were over three times more likely never to attend classes after initial enrollment than were those with 12+ years of schooling (3.9 per cent for the former and 1.1 per cent for the latter). The former only represented 3.9 per cent of all persons with 0-3 years of previous schooling, but it was the highest proportion noted for the "never attended" (none) category. By combining the attendance categories "under 25 per cent" and "none" for these same groups (0-3 and 12+ years of previous schooling), it is evident that more than one-fourth of the 0-3 years of previous schooling group was in such a combined category, while slightly over one-fifth of the 12+ group was so classified. This disparity was the largest noted when the same attendance category was examined for the other "years of previous schooling" groups.

CHART XXXI (TABLE A-XXIX) PART I

ATTENDANCE (1ST 100 HOURS) VS. YEARS OF PREVIOUS SCHOOLING: 4-YEAR TOTALS

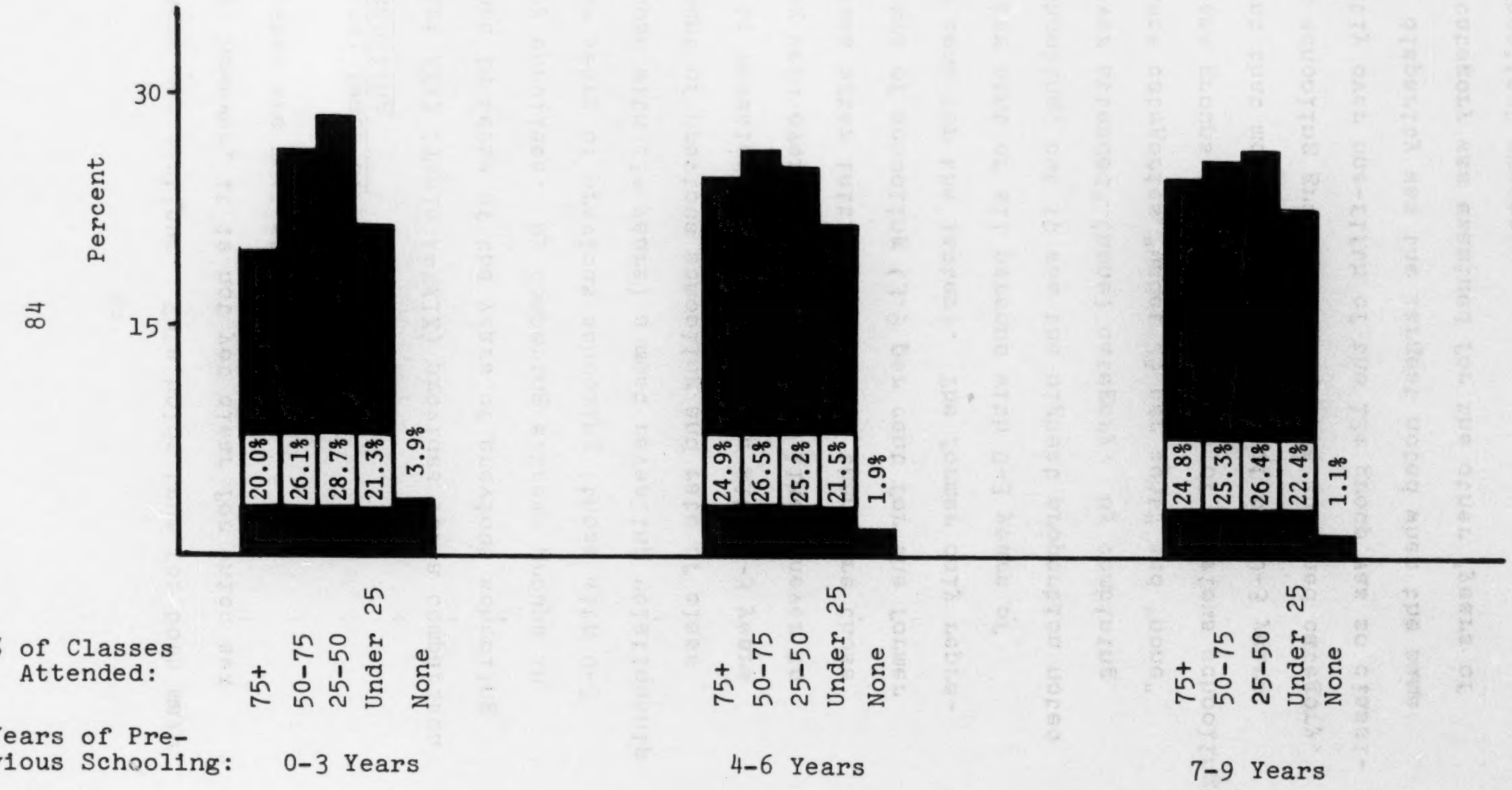
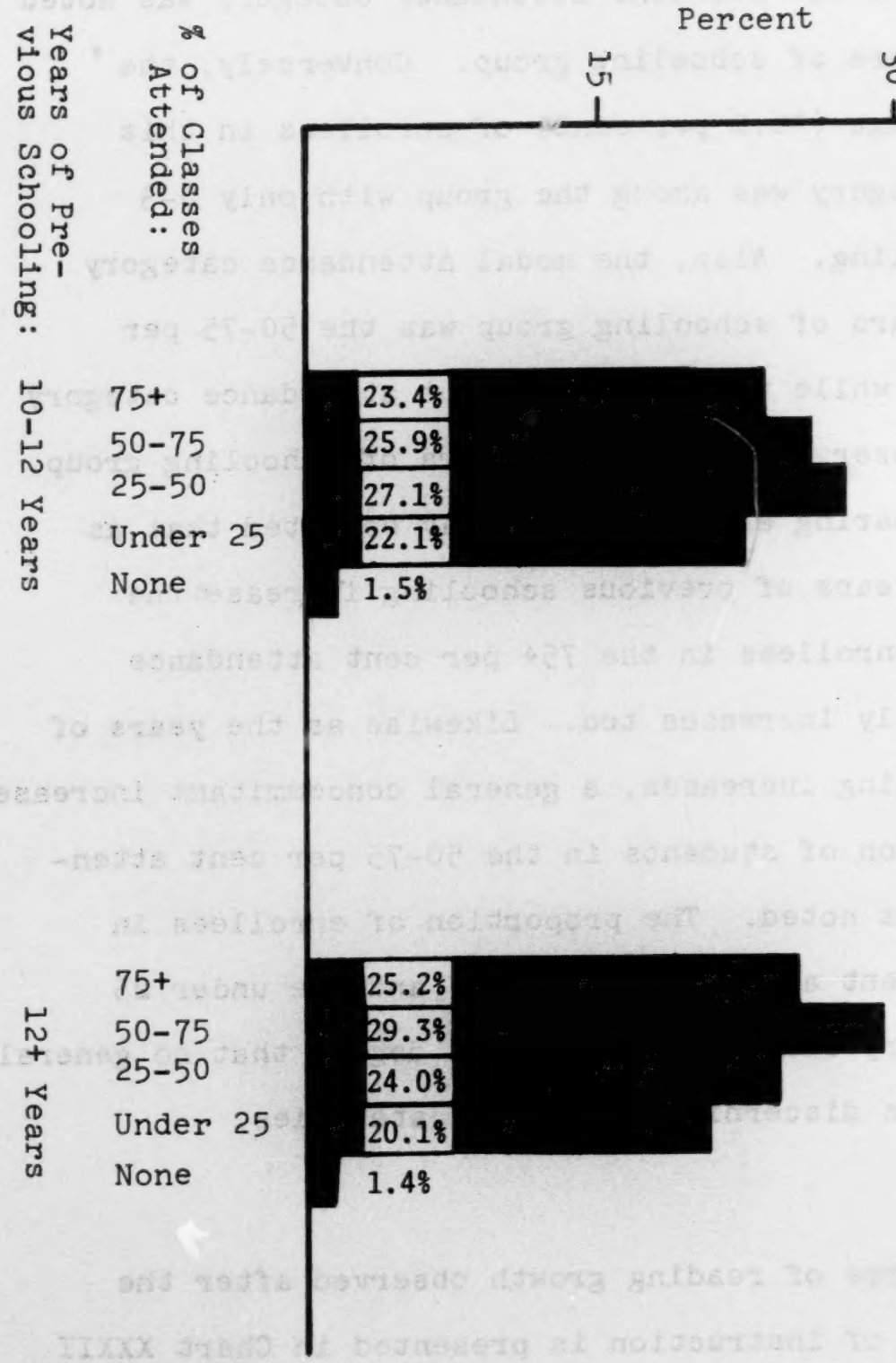


CHART XXXI (TABLE A-XXIX) PART II

ATTENDANCE (1ST 100 HOURS) VS. YEARS OF PREVIOUS SCHOOLING: 4-YEAR TOTALS



Further reflective of the possible relationship between class attendance and the years of previous school was the fact that the highest proportion of students (54.5 per cent) in the 75+ per cent attendance category was noted for the 12+ years of schooling group. Conversely, the lowest percentage (46.0 per cent) of enrollees in this attendance category was among the group with only 0-3 years of schooling. Also, the modal attendance category for the 12+ years of schooling group was the 50-75 per cent category, while the 25-50 per cent attendance category was the mode observed for the 0-3 years of schooling group.

By comparing all groups, it may be noted that as the number of years of previous schooling increases the proportion of enrollees in the 75+ per cent attendance bracket generally increases too. Likewise as the years of previous schooling increases, a general concommitant increase in the proportion of students in the 50-75 per cent attendance bracket is noted. The proportion of enrollees in the 25-50 per cent attendance category and the under 25 per cent category fluctuates to such a degree that no general relationship was discernible for such categories.

Reading Growth

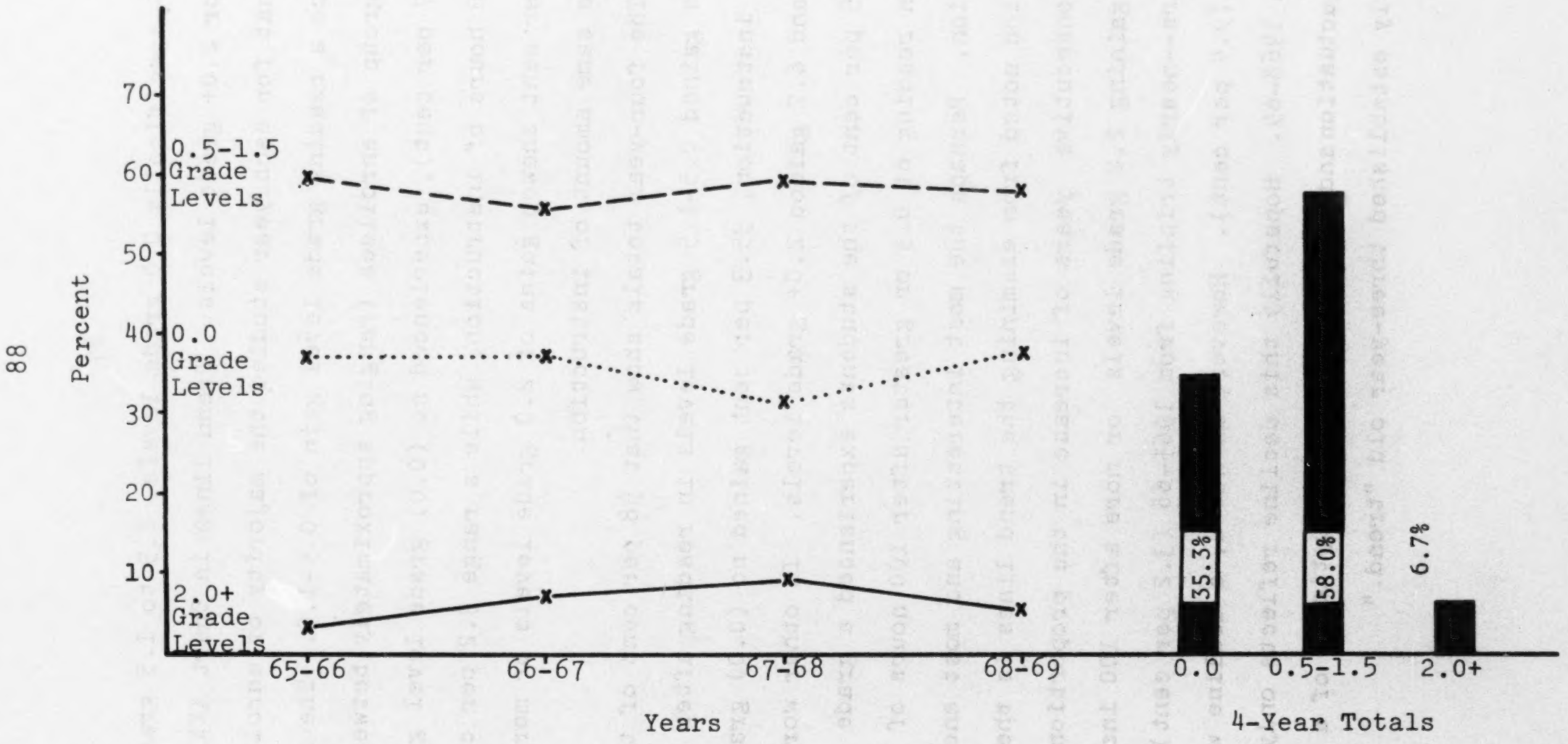
The degree of reading growth observed after the first 100 hours of instruction is presented in Chart XXXII (Table A-XXX). It should be noted that reading growth was measured in terms of the number of grade level equivalents

advanced--specifically 0.0 grade levels, 0.5 to 1.5 grade levels, or 2.0+ grade levels. Trend lines in Chart XXXII reveal that for each year studied the majority of enrollees experience a reading grade level gain of 0.5-1.5. The second largest group of enrollees (ranging approximately between 31 and 37 per cent), experienced no (0.0) grade level gain after 100 hours of instruction, while a range 3.2 per cent to 9.4 per cent showed gains of 2.0 grade levels or more after the same amount of instruction.

The four-year totals show that 58 per cent of the enrollees gained 0.5-1.5 grade levels in reading after 100 hours of instruction, 35.3 per cent gained no (0.0) grade levels, and 6.7 gained 2.0+ grade levels. In other words, nearly 65 per cent of the students experienced a grade level growth in reading of 0.5 or greater after 100 hours of instruction. Perhaps the most interesting and most encouraging observation noted from examining the trend lines is the three consecutive years of increase in the proportion of persons gaining 2.0 grade levels or more after 100 instruction hours--nearly tripling from 1965-66 (3.2 per cent) to 1967-68 (9.4 per cent). However, as noted, a decline was noted in 1968-69. Hopefully this decline reflects only a minor fluctuation and not a serious interruption of a previously established three-year old "trend."

CHART XXXII (TABLE A-XXX)

READING GROWTH AFTER 1ST 100 INSTRUCTIONAL HOURS: TREND LINES AND 4-YEAR TOTALS



Reading Growth vs Age

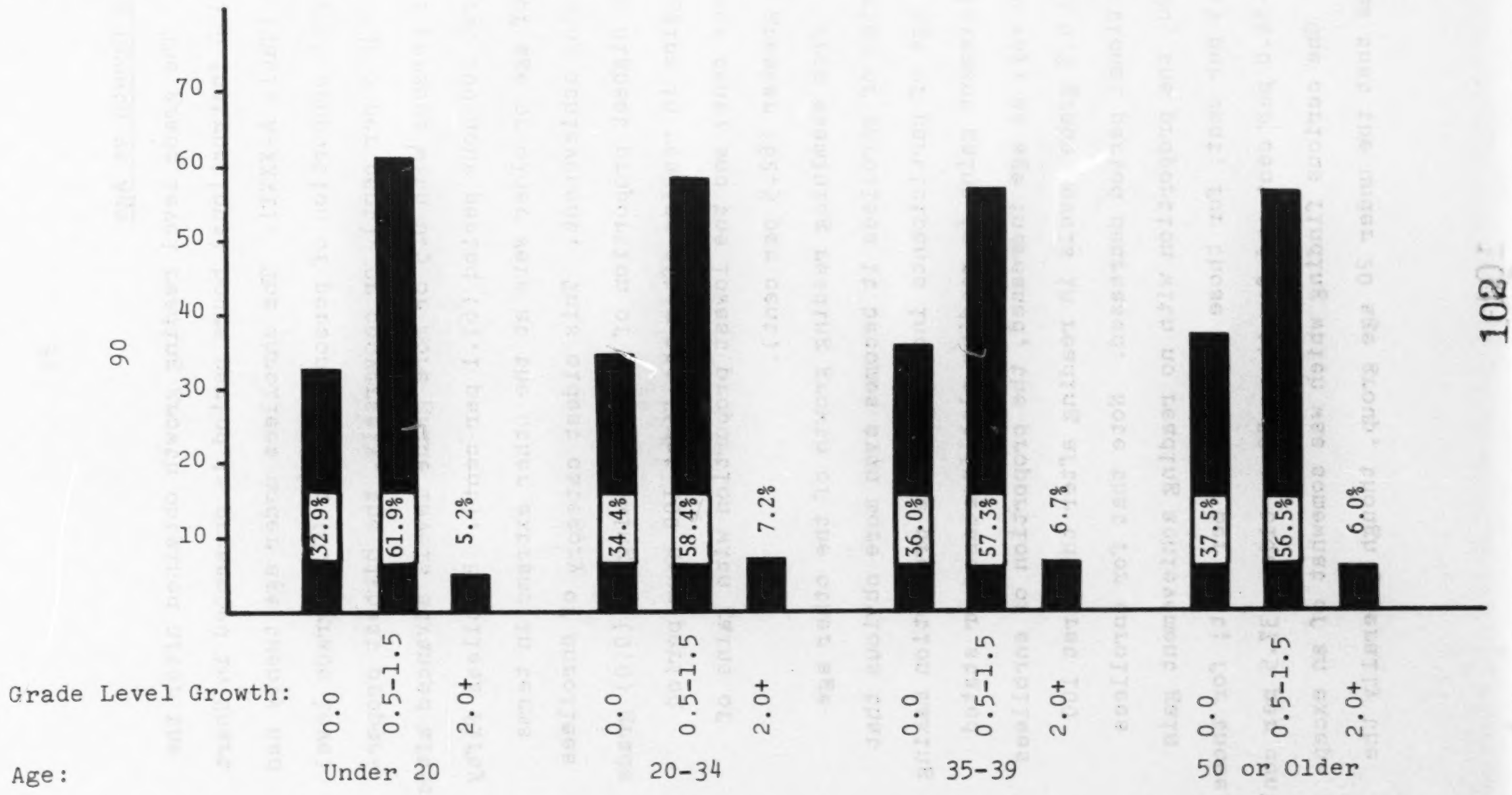
The grade level reading growth obtained after the first 100 instructional hours period is presented in Chart XXXIII (Table A-XXXI). The enrollees under age twenty had the lowest proportion of persons with no (0.0) grade level growth (32.9 per cent), or conversely, the highest proportion of persons with 0.5 or more grade levels advanced after the first 100 hour period (67.1 per cent). Enrollees fifty years of age or older were at the other extreme in terms of reading achievement. This oldest category of enrollees had the highest proportion of persons making no (0.0) grade level gains in reading after the first 100 hour period (37.5 per cent) and the lowest proportion with gains of 0.5 or greater (62.5 per cent).

From examining reading growth of the other age categories of enrollees it becomes even more obvious that as the age of participants increased, the proportion making no achievement gains in reading also increased, or stated another way, as age increased, the proportion of enrollees gaining 0.5 grade levels in reading after the first 100 instructional period decreased. Note that for enrollees under 20, the proportion with no reading achievement gain was 32.9 per cent; for those 20-34--34.4 per cent; for those 35-49--36.0 per cent and for those 50 or older--37.5 per cent.

One curious finding which was somewhat of an exception was that the under 20 age group, though generally the

CHART XXXIII (TABLE A-XXX)

READING GROWTH (1ST 100 HOURS) VS. AGE: 4-YEAR TOTALS



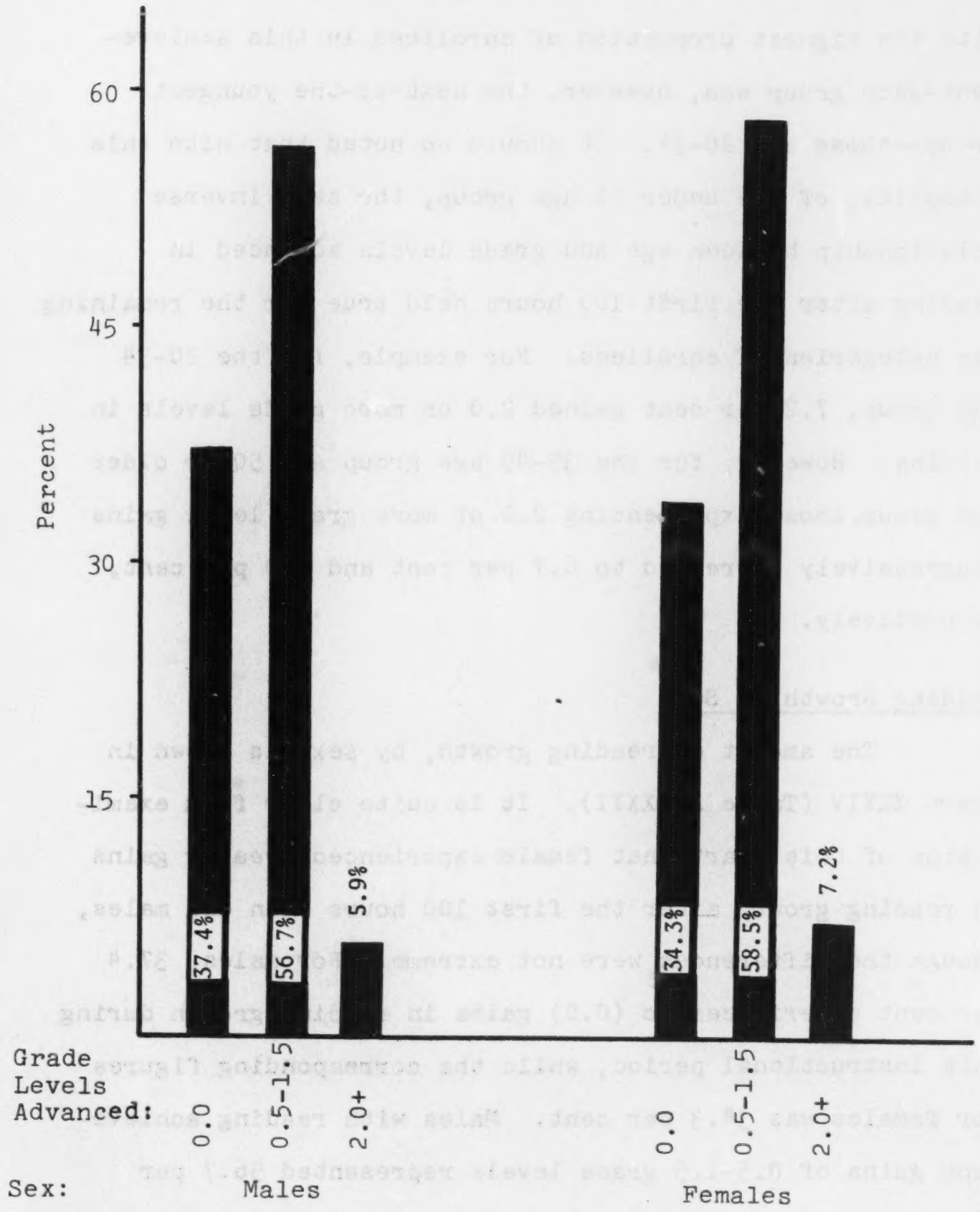
highest achievement group, had the smallest proportion of persons advancing 2.0+ grade levels. The age category with the highest proportion of enrollees in this achievement-gain group was, however, the next-to-the youngest group--those age 20-34. It should be noted that with this exception, of the under 20 age group, the same inverse relationship between age and grade levels advanced in reading after the first 100 hours held true for the remaining age categories of enrollees. For example, for the 20-34 age group, 7.2 per cent gained 2.0 or more grade levels in reading. However, for the 35-49 age group and 50 or older age group, those experiencing 2.0 or more grade level gains progressively decreased to 6.7 per cent and 6.0 per cent, respectively.

Reading Growth vs Sex

The amount of reading growth, by sex, is shown in Chart XXXIV (Table A-XXXII). It is quite clear from examination of this chart that females experienced greater gains in reading growth after the first 100 hours than did males, though the differences were not extreme. For males, 37.4 per cent experienced no (0.0) gains in reading growth during this instructional period, while the corresponding figures for females was 34.3 per cent. Males with reading achievement gains of 0.5-1.5 grade levels represented 56.7 per cent of the total male population, while 58.5 per cent of the females were in such an achievement category. Also,

CHART XXXIV (TABLE A-XXXII)

READING GROWTH(1ST 100 HOUR) VS. SEX: 4-YEAR TOTALS



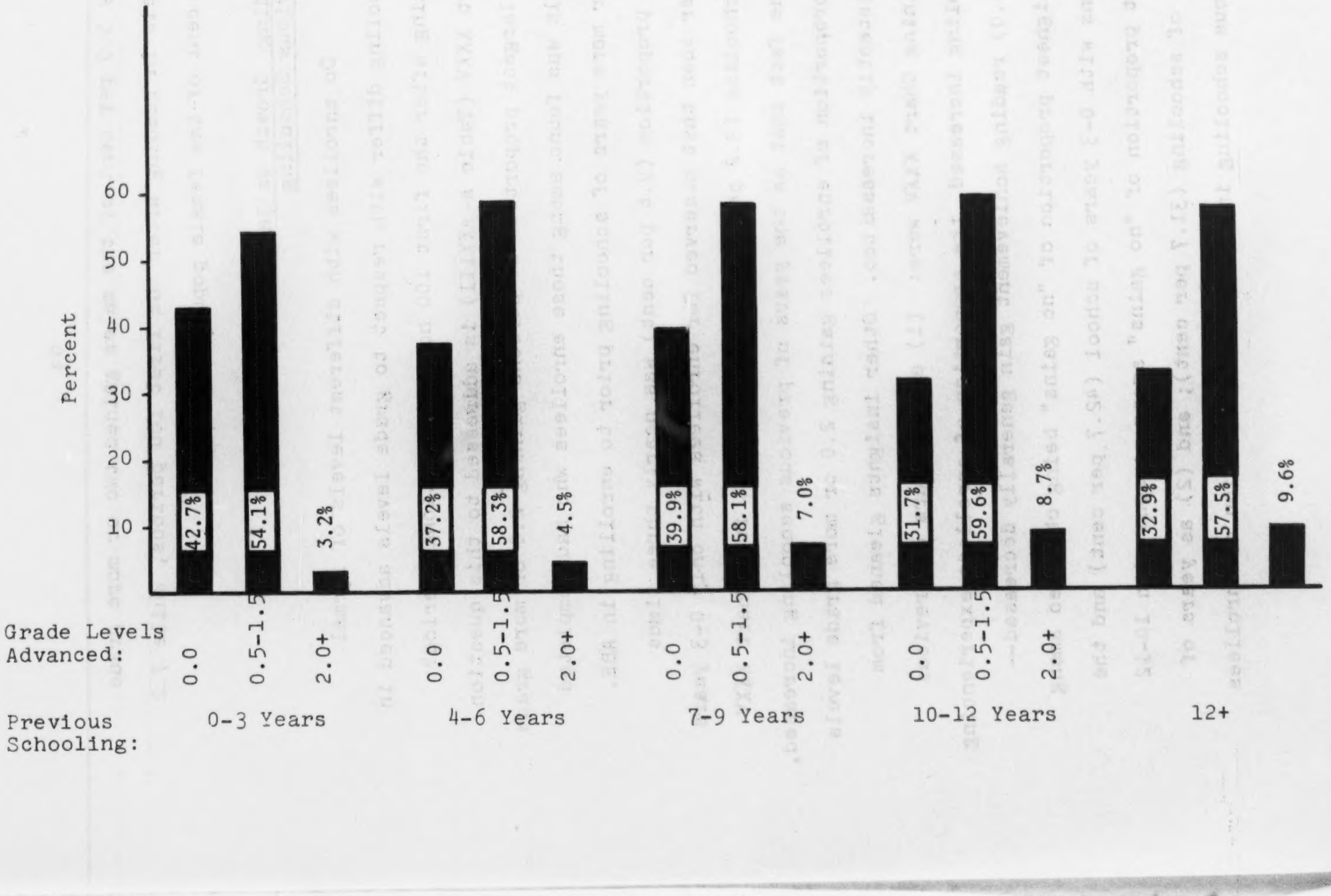
only 5.9 per cent of the males gained two or more grade levels in reading after the first 100 periods, while 7.2 per cent of the female population did so.

Reading Growth vs Years of Previous Schooling

Do enrollees with different levels of formal schooling differ with respect to grade levels advanced in reading after the first 100 hour instructional period? Chart XXXV (Table A-XXXIII) is addressed to this question. The largest proportion of persons gaining 2.0 or more grade levels was found among those enrollees who had completed 12 or more years of schooling prior to enrolling in ABE. This proportion (9.6 per cent) was nearly three times larger than that observed for enrollees with only 0-3 years of schooling (3.2 per cent). Also evident from Chart XXXV is the fact that as the years of previous schooling increased, the proportion of enrollees gaining 2.0 or more grade levels consistently increased too. Other insights gleaned from examining Chart XXXV were: (1) as the years of previous schooling increased, the proportion of enrollees experiencing no (0.0) reading achievement gain generally decreased--the highest proportion of "no gains" being observed among persons with 0-3 years of school (42.7 per cent) and the lowest proportion of "no gains" among persons with 10-12 years of schooling (31.7 per cent); and (2) as years of previous schooling increased, the proportion of enrollees

CHART XXXV (TABLE A-XXXIII)

READING GROWTH IN GRADE LEVELS VS. YEARS OF PREVIOUS SCHOOLING: 4-YEAR TOTALS



gaining 0.5-1.5 grade levels also generally increased--the lowest proportion (54.1 per cent) being observed among the 0-3 years of schooling group and the highest proportion (59.6 per cent) among the group which had completed 10-12 years of previous schooling.

Reading Growth vs Attendance

In Chart XXXVI (Table A-XXXIV), reading growth experienced during the first 100 hour instructional period is compared with rates of attendance during that same period. Consistently, as the rate of attendance decreased the proportion of enrollees experiencing no (0.0) gains in reading increased. Of those who attended less than one-fourth of the classes, 45.7 per cent had no achievement growth in reading. For those attending from one-fourth to one-half of the classes, 40.6 per cent did not experience grade level gains in reading. Of the enrolled who attended one-half to three-fourths of the classes, 34.9 per cent showed no reading gains, while for those who attended more than three fourths of the scheduled class, only 32.6 per cent did not experience reading growth.

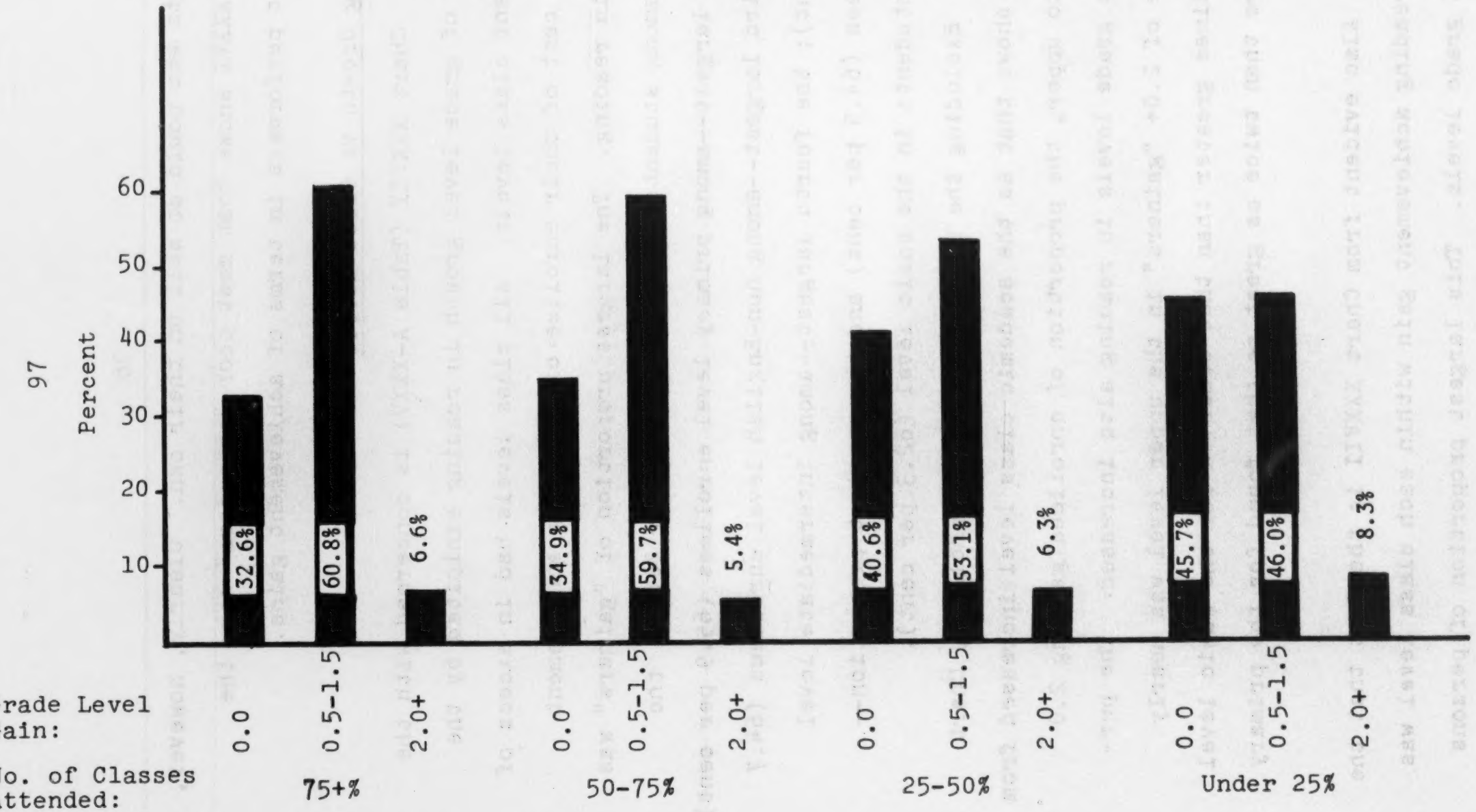
A second consistent finding revealed by Chart XXXVI was that as attendance increased so did the proportion of enrollees gaining 0.5-1.5 grade levels. For the group which attended less than one-fourth of the classes, only 46.0 per cent gained 0.5-1.5 grade levels. Of those who attended from one-fourth to one-half of the classes, 53.1 per cent

had gains of 0.5-1.5 grade levels. For enrollees who attended one-half to three-fourths of the classes, 59.7 per cent had grade levels ranging from 0.5-1.5, while 60.8 per cent of the group which attended more than three-fourths of the classes had reading growth gains of 0.5-1.5 grade levels.

One finding revealed in Chart XXXVI which seemed rather inconsistent with the relationships between reading growth and attendance presented above was that the highest proportion of persons gaining 2.0+ grade levels was found among the group which attended less than one-fourth of the class meetings; however, the three-fourths attendance group was observed to have the second highest proportion of such "gainers." If the 75+ per cent attendance group is excluded, Chart XXXVI shows a progressively greater proportion of persons gaining 2.0+ grade levels in reading as attendance decreases--an observation inconsistent with previously reported data and logic. One possible explanation might be that those most capable of gaining 2.0+ grade levels in the first 100 hour instructional period were also the most capable self directed learners. Thus such persons with appropriate materials and guidance could have achieved much success with a minimum degree of class attendance, while those less capable students had to attend a greater number of classes in order to achieve any grade level gains in reading growth. The essence of this speculation is that perhaps some of the poorest attenders were very capable

CHART XXXVI (TABLE A-XXXIV)

READING GROWTH (1ST 100 HOURS) VS. ATTENDANCE: 4-YEAR TOTALS



students who could do well on their own. Clearly, however, Chart XXXVI shows that most poor "attenders" were the poorest performers in terms of achievement gains.

Reading Growth vs Class Levels

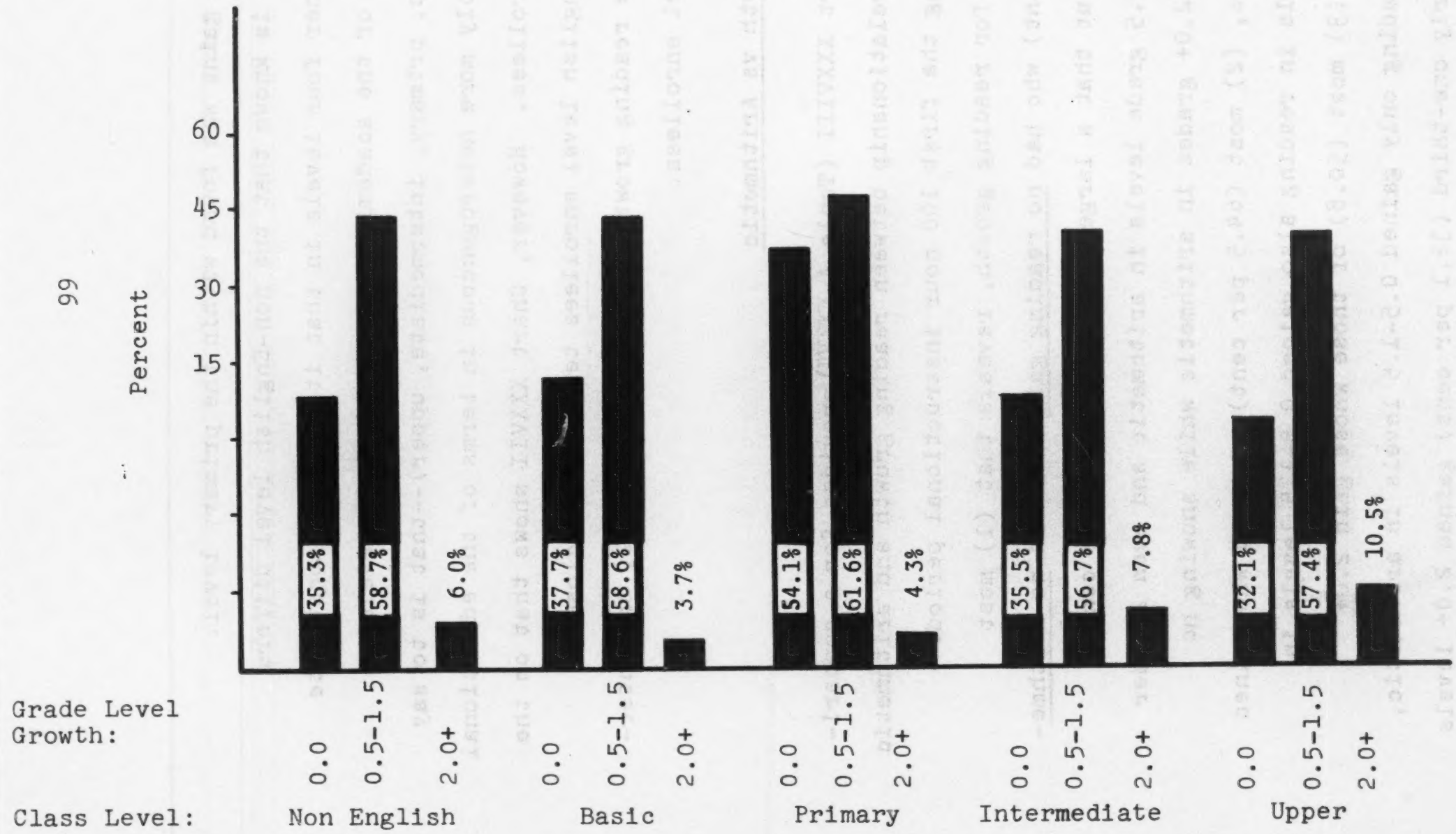
Chart XXXVII (Table A-XXXV) is concerned with the degree of grade level growth in reading exhibited by the different class levels. All class levels had in excess of 60 per cent of their enrollees experiencing achievement gains in reading. The largest proportion of "gainers" was noted among students enrolled in the upper level; the second largest--among primary level enrollees (65.9 per cent); the third largest--among non-English level enrollees (64.7 per cent); the fourth largest--among intermediate level enrollees (64.5 per cent) and the smallest proportion--among students in the basic level (62.3 per cent).

Excluding the non-English level enrollees, Chart XXXVII shows that as the academic class level increased from basic to upper, the proportion of enrollees gaining 2.0 or more grade levels in reading also increased. The percentage of 2.0+ "gainers" in the upper level was nearly three times greater than that observed for the basic level and more than twice as great as that found for the primary level.

Also evident from Chart XXXVII is the fact that the modal reading achievement gain within each class level was 0.5-1.5 grade levels. This largest proportion of persons

CHART XXXVII (TABLE A-XXXV)

READING GROWTH (1ST 100 HOURS) VS. CLASS LEVEL



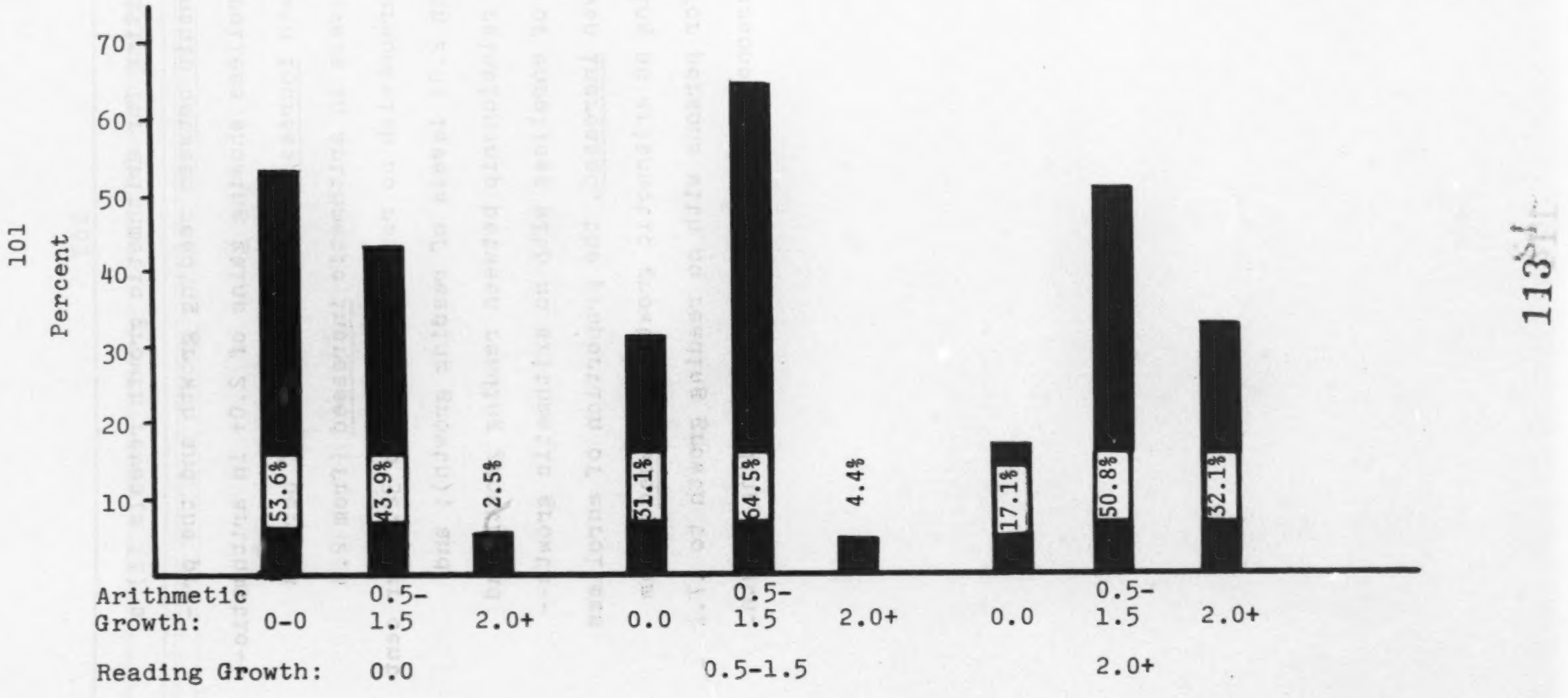
making such gains was found within the primary level. Finally, it is known that the non-English level differs from the other four levels in that it does not constitute a component of the academichierarchy of class levels (i.e., basic, primary, intermediate, upper)--that is to say it is probably more heterogeneous in terms of the educational level of enrollees. However, Chart XXXVII shows that on the whole non-English level enrollees tend to most closely resemble the reading growth patterns exhibited by the intermediate level enrollees.

Reading Growth vs Arithmetic Growth

Chart XXXVIII (Table A-XXXVI) provides for a comparison of the relationship between reading growth and arithmetic growth during the first 100 hour instructional period. Controlling for reading growth, reveals that (1) most (53.6 per cent) who had no reading gain also had no arithmetic gains, but that a large proportion (43.9 per cent) gained 0.5-1.5 grade levels in arithmetic and even 2.5 per cent gained 2.0+ grades in arithmetic while showing no reading gains, (2) most (64.5 per cent) of those who gained 0.5-1.5 levels in reading also gained 0.5-1.5 levels in arithmetic, (3) most (50.8) of those whose gain 2.0+ levels in reading only gained 0.5-1.5 levels in arithmetic, but that nearly one-third (32.1 per cent) gained 2.0+ levels in arithmetic also.

CHART XXXVIII (TABLE A-XXXVI)

READING GROWTH (1ST 100 HOURS) VS. ARITHMETIC GROWTH (1ST 100 HOURS)



Controlling for arithmetic growth reveals (1) a direct relationship between reading growth and the proportions of enrollees showing gains of 2.0+ in arithmetic--as reading growth <u>increased</u> the proportion of persons gaining 2.0+ levels in arithmetic <u>increased</u> (from 2.5 per cent for persons with no reading growth to 32.1 per cent for persons with 2.0+ levels of reading growth); and (2) an inverse relationship between reading growth and the proportion of enrollees with no arithmetic growth--as reading growth <u>increased</u>, the proportion of enrollees with experiencing no arithmetic growth <u>decreased</u> (from 53.6 per cent for persons with no reading growth to 17.1 per cent for persons with 2.0+ levels of reading growth.

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

1. Between 1965-66 and 1966-67, the New York State ABE program experienced an enrollment increase in excess of 71 per cent. No doubt this rapid enrollment growth was, in part, a function of the increased funding level made possible through the Adult Education Act of 1966. However, since the 1966-67 peak enrollment of 11,531 students, enrollments have steadily declined, falling to 8,571 students in 1967-68 (a decrease of 25.67 per cent in the 1966-67 figure) and to 7,116 students in 1968-69 (a decrease of 16.97 per cent in the previous years enrollment and a 38.28 per cent decrease in the peak enrollment established two years earlier). Program administrators attribute these decreases in enrollment to the re-establishment of lower levels of funding for the program. Although it appears that downward trends in enrollment have begun to taper off, unless a higher level of funding is restored, further decreases, though slighter ones, may be forthcoming.

2. The largest single class level in the New York State ABE program is the non-English level. More than one-third of the 33,952 enrollees from 1965-66 through 1968-69 were in non-English classes. The second largest group was represented by the intermediate level, while the basic, upper, and primary levels ranked third, fourth and fifth in order of the proportion of students enrolled in each. No trends in enrollment patterns within the various class levels were noted.

3. In terms of the age of enrollees, the ABE program was found to be a relatively young one. The modal age of participants was found to be 20-29 years of age for each of the four years studied. Trends toward an increasing proportion of enrollees under 35 years of age were clearly evident from the data. Nearly three-fourths of the enrollees from 1965-66 through 1968-69 were under 40 years of age. Persons 50 years of age or older constituted only about 11 per cent of total enrollment during this period. An obvious inverse relationship between age and enrollment in ABE was revealed in this study.

In light of the fact that older adults were revealed in this study to be more disadvantaged in some respects than younger adults (see items 14 and 29, for example), it would seem important for the program to make an all out effort to recruit a large proportion of older adults. Although the potential for economic gain may not entirely warrant such a move, certainly the equally important humanitarian gains do.

4. During the period studied, the ABE program was found to have a predominately female enrollment. Also, somewhat of a "trend" was noted toward an even greater disparity between male and female enrollments in the future. Over the four-year period, for every two males in the program there have been three female enrollees. Again, the implications for recruitment are obvious--the disproportionate, under-representation of males is undesirable. Undereducated males, particularly the young, heads of households and "breadwinners" must be involved in the program. The difficulty of securing such involvement will no doubt be as difficult as it will be expensive. Job schedules, apathy and a strange, negative sort of pride are just a few of the barriers to be overcome in this effort.

5. The ABE program has been predominately comprised of members of the white race (includes Puerto Ricans) each year since 1965-66. Total enrollment figures over the 4-year period studied showed nearly twice as many white enrollees as Blacks. "Other" races represented only 5.5 per cent of the 33,952 persons enrolled in the program during this period. However some evidence of a trend toward a decreasing proportion of white enrollees was noted. Year to year fluctuations in Black enrollments made any such trends considerably less apparent, however, a past trend toward decreasing proportions of "other" enrollees appeared to have been revised as evidenced by the proportion of that group of enrollees nearly doubling during the years 1967-68 and 1968-69. Once more, specific recruitment efforts need to be directed toward the more extensive involvement of "other" racial categories in the ABE program.

6. Examination of enrollment data with respect to race and sex concurrently revealed several interesting findings:

(a) when comparing race and sex in terms of the <u>total enrollment</u>, the largest category of enrollees was found to be white females. While males and Black females constituted the second and third largest categories of enrollees, respectively.

"Other" females and other males were the next to the smallest and smallest categories of enrollees, respectively;

(b) For each racial group the proportion of females always exceeded the proportion of corresponding males;

(c) The slight trend toward increasing proportions of non white enrollees noted earlier, was found to be primarily attributable to non-white females rather than non-white males;

(d) When comparing race and sex in terms of the total number of enrollees of a given race, it was found that the disparity between male and female enrollment was greater for Blacks than for any other racial group. The second largest such disparity existed among "other" racial groups. The male-female disparity in enrollment for the white race was the smallest noticed.

(e) For each racial category there were substantial indications of trends toward even greater disparities in male-female enrollments--particularly among the "other" racial groups and Blacks. Building on an earlier recommendation, the male-female enrollment disparity is a serious one, particularly for Blacks and "others." Development of recruitment strategies for a more extensive involvement of male non whites seems to be most urgent. It should, however, be noted here that the existence of the above disparity is by no means unique to New York State, the problem has become a common one in nearly every state.

7. A plurality of enrollees were married and living with their spouses. The second largest group of enrollees were single. Trend lines indicated a general year to year decrease in the former category and a similar increase in the latter. If such trends continue it appears that these two groups will shortly become equal with respect to the proportion of program each comprises, and that single enrollees may soon represent the plurality of the program's enrollment. A much less intense, yet consistent upward trend was also noted for the proportion of enrollees who were married but were living without their spouse.

8. Most enrollees had children at home. Of those with children the plurality had 1-2. Trend lines revealed a general decrease in the proportion of enrollees reporting

no children at home and in the proportion reporting 5 or more. At the same time a consistent upward trend was noted for those with 1-2 children at home and a somewhat less consistent upward trend noted for persons with 3-4 such children. The implications are justification for child care services are inherent in the above findings and trends.

9. The largest citizenship group represented in the program was the native U. S. citizen. This held true for each year's data studied. The second largest group was consistently found to be the alien category, while the next to the smallest and smallest citizenship groups were the native Puerto Ricans and naturalized categories, respectively. Trend lines with respect to these groups indicate a trend toward a mildly increasing proportion of native Puerto Ricans. Also noted was a two consecutive year upswing in the alien group following a decrease in this category in 1966-67. On the other hand the native group was observed to decrease in 1968-69, ending a three consecutive year increase.

10. Less than half of the program enrollees use English as the primary language spoken in the home. However, the group which did use English in the home represented the plurality of students. The second most frequently used language (in the home) was Spanish. In essence, there would appear to be a need for ESL materials in many, if not most ABE learning environments. Likewise, a concurrently indicated need would be the training of teachers in the use of ESL materials and instructional techniques.

11. The majority of alien and native Puerto Ricans were, as might be expected, enrolled in non-English level classes, as was a plurality of the naturalized group. An inverse relationship was noted for the academic class level (basic through upper) and the proportion of alien and native Puerto Ricans enrollments in each--as the academic class level increased the percentage of alien and native Puerto Rican enrollees decrease. Finally, the largest proportion of enrollees in the upper class level were from the native citizenship group.

12. Examination of class levels in terms of their racial composition revealed that the majority of the enrollees in the non-English, basic and upper levels were white. Blacks constituted the majority racial group in the intermediate level, while the proportion of white and Blacks in the primary level was nearly equal. Examination of racial groups in terms of their distribution across class levels revealed that nearly half of the whites (includes Puerto Ricans)

were in the non-English level, while one-fourth of the whites were in the basic and primary levels and one-fourth in the intermediate and upper level. For Blacks, more than half were in the intermediate and upper levels. Nearly 60 per cent of the "other" racial categories were in non-English level courses, while only about 16 per cent were in the intermediate and upper levels.

13. The modal number of previous school years completed was found to be 7-9 years for each year studied. The second largest number of enrollees had completed only 4-6 years of schooling prior to entering the program. The smallest proportion of enrollees were found among the extremes of the "years of previous school continuim"--those with less than 3 years of schooling and those with more than 12 years. Trend lines indicated an increasing number of enrollees with 7-9 years of schooling. On the whole, trend lines reflected a decline in the enrollment of persons with very low education levels, as measured by years of previous schooling completed. In light of such a decline, there would seem to be a need to, again, initiate specific recruitment efforts aimed at the recruitment of potential students who have completed only very low levels of formal education. In other words, increased identification and involvement of the illiterate and functionally illiterate into the program.

14. Persons under age 25 constituted the "best" educated group in terms of years of school completed. More than 75 per cent of this group had completed seven or more years of schooling and 37 per cent had completed 10 or more years. It was noted that as age increased, the proportion of enrollees who had completed the above levels of schooling generally progressively decreased. For persons under age 34, the modal number of school years completed was 7-9, for persons 35-44 the mode was 10-12 years, while the mode observed for persons 45 or older was 4-6 years of previous schooling. These data reinforce earlier suggestions made with respect to the "hard-core" nature of the older adult and the necessity of focusing specific kinds of recruitment efforts toward him.

15. Female enrollees were found to have had more years of previous schooling than males. Nearly two-thirds of the former had completed seven or more years of school while less than 60 per cent of the males had done so. Likewise a larger proportion of females had completed 10 or more years of school than had males--30 per cent for females and 24.6 per cent for males. However, the modal number school years completed by each was 7-9 years. Enrollees at both extremes of the educational continium (those with less than three years of previous schooling

and those with more than 12 years)were noticeably small in number. In sum, males tend to have lower levels of formal education, yet, as previously reported, only about one third of the program consists of males. Once again, these facts reinforce the need for an effective program of recruitment to involve greater numbers of males.

16. In terms of the number of years of previous schooling completed, the native citizenship group, followed by alien enrollees, appeared to be the "best" educated group. Nearly seven of ten native enrollees had completed seven or more years of schooling, and 28 per cent had completed 10 years or more. Following closely, the corresponding proportions noted for alien enrollees were 63.5 per cent and 33.6 per cent, respectively. The modal number of school years completed by each of these groups was 7-9 years. The native Puerto Rican and naturalized enrollees had the lowest levels of education for all groups (in terms of years of previous schooling). When teachers are dealing with these groups of students, they should be cognizant of the latter's probable level of previous schooling and the various instructional implications thereof.

17. On the whole, basic level enrollees had completed fewer years of previous schooling than had enrollees in the other class levels. For both the non-English level and basic level, the modal number of school years completed by enrollees was 4-6 years. The mode observed for the primary, intermediate and upper level was 7-9 years. Generally, it was noted that as the academic class level advanced (from basic through upper) the proportion of enrollees with 6 or fewer years of schooling decreased, or conversely the proportion of enrollees with 7 or more years of schooling increased. Data in this study made it very apparent that the use of "years of previous schooling completed" to judge an individual functioning level was to a great extent unreliable--as evidenced by the fact that nearly half of the basic level enrollees had completed 7 or more years of formal education prior to entering the ABE program.

18. The modal number of school years completed by each racial category of enrollees was 7-9 years. Generally, Black enrollees were found to be "better educated" (in terms of previous schooling completed) than were "others" and whites (whites included those of Puerto Rican descent). More than 65 per cent of Black enrollees had completed 7 or more years of school while the corresponding figures for "others" and for whites were 62.1 per cent and 61.1 per cent respectively. The largest proportion of persons with only 0-3 years of previous schooling were "others" the smallest proportion of such enrollees were whites.

19. More than half of the program's enrollment from 1965-66 through 1968-69 completed their schooling in a country other than the United States--19.4 per cent in Puerto Rico and 35.4 per cent in other countries. The largest group receiving their previous schooling in the United States were from the northeast. The second largest group of such enrollees were from the south. Enrollees who had completed their school in the mid or far west constituted only a very small proportion of the program's enrollment. Teachers should be aware of these diverse backgrounds of enrollees, particularly if experiencial teaching approaches (say to the teaching of reading) are followed.

20. The great majority of enrollees had at one time or another been gainfully employed. However, there was some evidence to indicate a trend toward the program involving an increasingly larger proportion of persons who had never been so employed. This possible trend might be indicative of the program's involvement of a great proportion of hard-core disadvantaged adults; however, this interpretation is somewhat in conflict with the data cited earlier with respect to decreases noted in the proportion of enrollees with very low educational levels (years of previous schooling).

21. A definite relationship was noted between the number of years of previous schooling completed by enrollees and whether or not they had ever been gainfully employed. As the number of years of previous completed schooling increased, so did the proportion of enrollees who reported ever being gainfully employed.

22. Examination of racial differences with respect to gainful employment revealed that a larger proportion of Blacks reported having had gainful employment than did any other group. Whites in the program (which included Puerto Ricans) ranked second in this respect, while "others" had had the least success in securing gainful employment during their lives.

23. At the time of program entry, most enrollees were or had been (within the previous two years) gainfully employed.

24. Most participants reported being currently employed at the time of entry registration. However, the jobs held at that time were clearly ones which did not demand a high or even relatively high level of education or proficiency in communicative and computational skills. Examples of such types of jobs were domestics, housewives, service occupations, and semi-skilled and unskilled workers. Nearly three of five (57.6 per cent) enrollees were employed in such

occupations. Holders of jobs requiring higher educational levels and relatively higher proficiencies in communicative and computation skills, such as clerical workers, sales personnel, and skilled workers, were noticeably in the minority (11 per cent). Of the 33,952 persons who had participated in the program, nearly 16 per cent were unemployed at entry. This rate of unemployment along with the types of jobs held by those who were employed both tended to underscore the relationship between economic deprivation and adult undereducation, and the need for pre-vocational and vocational education opportunities to become integral components of every ABE program.

25. Over the four-year period from 1965-66 through 1968-69, 6.7 per cent of all enrollees completed the program, 32.6 per cent did not complete the program and 60.7 per cent were recycled. While this one-third dropout rate was high and undesirable, it should be noted this figure closely paralleled that commonly experienced by secondary schools. This point is alluded to not to justify the observed dropout rate but merely to provide some perspective of the serious, yet common, problem of maintaining enrollments in educational programs.

Trend lines with respect to the above data were encouraging:

(a) since 1965-66 a steady increase in the proportion of persons completing the program was observed;

(b) since 1966-67 the dropout rate declined--from 38.5 per cent in 1966-67 to 28.9 in 1968-69; and

(c) since 1966-67, yearly increases in the proportion of students who recycled were evident.

Finally, one interesting point noted was that the dropout rate sharply increased in 1965-66. This was also the year that the program experienced by increase in enrollment of more than 70 per cent. Although this is sheer speculation, the sharp increase in dropouts which accompanied the sharp increase in enrollment might be explained by the program's involvement of a larger proportion of people who would not have ordinarily been reached by the program. The increased funding made possible by the Adult Education Act of 1966 no doubt facilitated the recruitment of a larger proportion of "hard-core" undereducated and disadvantaged adults. With such a possible change in the nature of the program's population, an increase in the proportion of dropouts would not be a particularly surprising occurrence.

26. The dropout rate alluded to above was also put in a better perspective when reasons for dropping out were examined. Most of these giving specific reasons for dropping out cited factors largely out of the influence of the ABE program. Chief among such reasons was employment, others were illness and moving. Only a very small proportion of those giving specific reasons cited factors within the realm of influence of the program (i.e., hostility, poor motivation).

It seemed rather paradoxical that the most frequently given reason for dropping out was related to employment. The ABE program, either directly or indirectly, is concerned with making the undereducated adult more employable. However, when persons disengage from the program because of employment, they contribute to "increases" in the dropout rate. This phenomenon has been somewhat detrimental to all ABE programs in that one of the primary criticisms level at its concerns the dropout rate. However, as shown in this study, the program-related reasons for dropping out were the least frequently given, while the most frequently given reason, employment, was perhaps an indirect indicator of the program's effectiveness rather than an indicator of program failure.

In any event, a major recommendation is for the dropout problem to be analyzed in greater detail. Such an analysis should serve to give direction to the development of measures to increase retention rates. Obviously, the most crucial areas to be dealt with in an attempt to alleviate the dropout rate, concerns the non-program related reasons for dropping out. Until the ABE program can develop a greater influence over participants' "extra-class" environment and problems, maximum facilitation of students' in-class progress cannot be attained.

27. Attendance totals for the four-year period studied revealed that the majority of participants attended the majority of scheduled classes and that a plurality of enrollees attended more than three-fourths of the scheduled classes. However, there is reason for serious concern over the radical and consistent drop in the 75+ per cent attendance category since 1965-66. The proportion of enrollees in this attendance category dropped in excess of 50 per cent over the four-year period, and for the latest year studied, 1968-69, it constituted the smallest attendance category. On the other hand, the 25-50 per cent attendance category showed the most persistent and dramatic increase over the same period. This category which more than doubled from 1965-66 to 1968-69, constituted the smallest attendance category in the former year and the largest one in the latter year. This radical and negative re-ordering of attendance categories has already occurred since 1965-66, however, if present trends are not reversed, it appeared

that the rate of class attendance will become even worse. The latest data, 1968-69, showed that the plurality of students only attend 25-50 per cent of the classes. The second largest proportion attended 50-75 per cent of the classes; however, nearly as many attended less than one-fourth of the classes, while the smallest proportion attended more than 75+ per cent of the classes. A concerted effort on the part of all staff is needed to (a) determine the factors contributing to the above reductions in attendance and (b) implement measures to compensate for these factors. In light of the relationship between attendance and achievement, it is particularly urgent to do so.

28. Attendance patterns for males and females showed both to have suffered decreases in the 75+ per cent attendance categories, the most severe being observed for females. On the other hand, the proportion of males and females in the other attendance categories, (50-75 per cent, 25-50 per cent and under 25 per cent), increased. The largest of such increases for both males and females occurred in the 25-50 per cent category but was most noticeable among males. In essence the decreases in class attendance (noted earlier) affected males and females in slightly different ways. However, there was insufficient evidence to suggest that these decreases had a greater effect among members of one sex as opposed to the other.

29. There was a general relationship found between years of previous schooling and rate of class attendance. As the degree of formal education increased so did the percentage of classes attended. The modal percentage of classes attended by persons with less than three years of previous schooling was found to be 25-50 per cent, while mode for persons with more than 12 years of previous was 50-75 per cent. Such data strongly suggested that teachers, administrators, and paraprofessionals will have to make extra special efforts in order to motivate entering students, with low levels of formal education, to attend classes on a regular basis.

30. Nearly two-thirds of the enrollees experienced grade level growth in reading during the first 100 hour instructional period. Most of these gained 0.5-1.5 grade levels. Throughout the four-year period studied, the 0.5-1.5 "gainers" and "no gainers" remained relatively stable; however, a consistent increase in the proportion of persons gaining 2.0 or more grade levels in the first 100 hours was noted from 1965-66 through 1967-68. The four-year totals showed that 58.0 per cent gained 0.5-1.5 grade levels, 35.3 per cent gained no grade levels and 6.7 per cent gained 2.0+ grade levels. These statistics should provide useful "norms"

for judging the relative effectiveness and efficiency of the program in raising the reading growth level of enrollees in subsequent years.

31. Data revealed a solid relationship between grade level gains in reading and the age of enrollees. As age increased, the number of grade levels advanced decreased. Although the modal number of grade levels advanced for each age group was 0.5-1.5, a direct relationship between increasing age and the proportion of "no gainers" was evident, as was a general, inverse relationship between increasing age and the proportion of enrollees gaining 2.0+ grade levels during the first 100 instructional hours. The obvious implication of these data was that teachers must give particular attention to the older adult student if this student is to experience grade level gains which are equivalent to those attained by younger students in the program.

32. Examination of the reading growth gains experienced by the sexes during the first 100 hour instructional period showed that females slightly exceeded males in terms of grade level advancements. Fewer females gained no grade levels, more females gained 0.5-1.5 grade levels, and more females gained 2.0+ grade levels than did males.

33. Reading growth after the first 100 hour instructional period was found to vary in accordance with the number of years previous schooling completed by enrollees. In general, those with higher former educational levels tended to achieve higher grade level gains. The largest proportion of "no gainers" was noted among the group with 3 or fewer years of previous schooling. On the other hand, the highest proportion of 2.0+ "gainers" was observed among persons with 12+ years of previous schooling. However, the modal reading growth for each "years of previous schooling" category was 0.5-1.5 grade levels. Again, a major implication drawn from these data was that the student with a lower level of formal education will have to receive special attention if the grade level gains he experiences are to be equivalent to those experienced by students with higher levels of formal education. Though all ABE students enter the program "educationally disadvantaged," clearly the above findings (along with those reported in item 29) show that some students are more disadvantaged than others. In essence, differential levels of "compensatory" education must be initiated for each individual in the ABE program if "equal" educational opportunities are to be provided for all.

34. A strong inverse relationship was noted between rate of class attendance and grade level gains in reading. As attendance decreased, the proportion of enrollees making 0.0 grade level gains increased. A direct relationship was

noted between attendance and reading growth of 0.5-1.5 grade levels in the first 100 hour instructional period. These relationships tended to underscore the importance of reversing past trends toward decreases in the rate of class attendance (items 25-26). It appears that the ABE program can offer a great deal (in terms of academic gains) for persons who are able or willing to regularly attend class. If effectiveness of the program is to be maximized, so too must be enrollees' attendance. A detailed study of the reasons for declines in attendance patterns was fully warranted by the results of this investigation. Such a study is requisite to initiating measures to alleviate factors contributing to declines in attendance.

35. In excess of three-fifths of the enrollees in every class level experienced grade level gains in reading after only 100 hours of instruction. The largest proportion of gainers was noted for enrollees in the upper level classes, while the basic level had the smallest proportion of gainers in an equivalent instructional period. As the academic class level increased from basic to upper, a consistent increase in the proportion of enrollees with gains of 2.0+ grade levels was noted for each class. Such gainers were three times more prevalent in the upper level as in the basic level. The modal achievement gain noted for each class was 0.5-1.5 grade levels. Comparison of the achievement patterns within the non-English level, revealed that such enrollees exhibited growth patterns which were very similar to the intermediate level. The above data make it clear that generally the student in the beginning lower academic class level is not as adequately prepared to learn as is the entering student found in a high class level. Teachers working in lower class levels should take particular care to get such enrollees "ready to learn." This will no doubt involve teaching the learner learning skills and how to learn more efficiently.

36. Considerable evidence of correlation between reading growth and arithmetic growth was revealed in this study. Generally, as reading growth increased, so did arithmetic growth. However, it was also noted that a sizeable proportion of persons experiencing no reading growth still progressed in arithmetic.

PART III

ABE IN THE BIG 10 CITIES--1970-71

CHAPTER I

BACKGROUND

Introduction

As previously described in Part I "Evaluation Design," this phase of the study called for the collection of information through observation and interview techniques to assess the effectiveness of the means and procedures followed to achieve the objectives of adult basic education. Although primary attention was given to an appraisal of the Title III program, the programs of Welfare Education and WIN were also examined.

Field visits and interviews were held in the following areas: New York City, Yonkers, White Plains, Utica, Niagra Falls, Buffalo, Schnectady, Rochester, Albany and Syracuse.

In a majority of the cities nearly all or all of the ABE classes were observed, and in all but Buffalo and New York City at least half of the classes were observed. (In

New York City approximately 10% out of some 200 Title III classes were observed.)

It should be noted that all of the programs examined were urban in character and that the observations reported herein may not be characteristic of ABE as it operates in smaller communities, semi-urban, and rural settings. Each urban area was found to be unique in terms of target populations, community organization and structure, scope and magnitude of problems pertinent to ABE, etc. Consequently, no attempt was made to provide a comparative analysis between or among the 10 cities studied.

The format developed for the analysis and synthesis of information obtained from the field survey identifies the nature, scope and range of selected characteristics, problems, strengths, weaknesses, and innovations as they relate to selected program elements in ABE.

The ABE program elements which are described in general as well as specific terms include:

General observations
Administration and management
Recruitment
Participation (attendance and drop out)
Counseling
Instruction (student-teacher interactions)
Facilities
Materials and equipment
Curriculum
Learning labs

The following discussion of the ABE program elements is based upon an objective analysis of the data obtained via

the field visits. Data from the field visits represent objective measures of certain program elements, subjective measures of others, and the expressed opinions and beliefs held by ABE directors, coordinators, counselors, teachers, aides, and students.

Observations

In general it can be stated that the elements of the "ideal" program in ABE as conceptualized in the literature of the field and by noted authority are to be found within the overall program as it operates in the State of New York. It can also be stated that no single program has achieved the ultimate or the ideal state--although some are of extraordinary quality and may well represent the closest we have to the "ideal model" at the present time.

The programs are generally well organized in terms of administration and management, although most directors and coordinators are understaffed and overtaxed. State staff are highly regarded at the local level, and they represent a dedicated and professionally competent group. It would be helpful if the members of the state staff could spend more time in assigned and delimited geographical areas for intensive assistance in selected problem areas.

Emphasis on recruitment techniques vary from city to city with no single device being "the answer" to all problems in this area.

In at least one program recruitment activities have all but ceased because facilities and resources are being used at the maximum level and "walk-in" applicants are placed on a waiting list until openings occur.

Word of mouth communication by students and former students and the use of paraprofessional community recruiters appear to be the most effective recruiting devices. In general the lowest educational levels, particularly among minority group males, are not being effectively reached and increased recruiting efforts are recommended in this regard.

Participation and attendance range from very high to very low levels. Welfare education and WIN programs have stronger attendance records (and lower rates of dropout) than the Title III programs. Programs established in cooperation with other agencies; i.e., business and industry, hospitals, community centers, etc., generally have higher rates of attendance than those limited to the public school organization. Learning labs appear to have the highest drawing and holding power and satellite centers in neighborhood elementary school locations have the lowest rates of attendance and participation.

Counseling activities were found to be crucial to program success in every city. The major weaknesses in the counseling program is that there are insufficient resources for this critical function. Programs which employ full-time

counselors were usually stronger than those which had to rely upon part-time staff.

In the area of instruction, including student-teacher interactions, are to be found the strongest as well as the weakest aspects of the program. Perhaps the greatest thing ABE has going for it is the commitment, motivation, enthusiasm and desire to succeed on the part of the teachers and teacher aides. Programs employing full-time teachers and paraprofessionals appear to be more responsive in reaching and meeting student needs. While all programs are approaching the ultimate in individualizing instruction, nearly all need to be strengthened in the use of instructional strategies and methods to make the curriculum more functional and reality centered in terms of the pressing problems and needs of the participants.

A wide range of facilities are being effectively used, although nearly all are in need of renovation and improvement. Overcrowding, poor ventilation, inadequate lighting, and noise pollution appear to be the rule rather than the exception. Centrally located adult education centers and learning labs rate highest in terms of facilities and outreach locations the lowest. While the staff are to be commended for what they have already done with existing facilities, it is hoped that existing facilities can be greatly improved in the future.

The effective use of materials and equipment varies greatly from location to location. Learning labs generally have attained maximum and highly effective use of both software and hardware. In general, the materials in use are among the best that are available although child-centered and non-adult materials are still being used in too many locations. As a general observation the closer to the central facility, the higher the quality, the greater the range, and the more effective is the use of materials and equipment.

In the area of staff selection, practices range from the undesirable one of employing whoever is available on waiting lists maintained by the school board (usually without any attempt to achieve racial or minority group representation) to innovative methods in which effective teachers are sought out and given trial roles before employment to determine their capabilities and aptitudes for Adult Basic Education.

In-service and training and pre-service orientation programs for instructional staff were found in all programs. Although there is a wide range in the quality as well as quantity of staff development activity, most programs are committed to improving opportunities for in-service training on a continuing basis.

CHAPTER II

ADMINISTRATION AND MANAGEMENT

Particular attention was given to the performance and competence of the professional/administrative staff at the state and local levels. Allowing for certain variations in background, experience and present operations, it can be stated that there are no serious problems pertaining to professional competence among the administrative staff. Stated positively and more emphatically, each evaluation team member was impressed as to the high level commitment, dedication, professionalism, awareness of problems, and sensitivity of the key administrators.

Strengths in this regard relate to the fundamental knowledge, skills and professional enthusiasm of the state coordinators, and the effective and open communication channels between them and the local directors or coordinators.

It is evident that there is generally a team approach and cooperative esprit de corps in the administrative organization for ABE in the state of New York. The periodic conferences held by the Big City Directors and frequent visits of state staff to provide technical assistance, consultation, information and staff training contribute to

continued program improvement, the adoption of new practices and effective problem solving.

Observations from the field suggest that the services of state staff are spread too thin and that each region needs more generalized help in which intensive relationships are established with one or two members of the state staff.

It was observed that a majority of the city coordinators are intimately knowledgeable about other ABE type programs and related programs operating within their communities. In nearly every city the ABE director/coordinators assumed a leadership role in developing effective linkages with these other programs and agencies in order to minimize duplication of effort and maximize supportive or complimentary efforts.

It is worth mentioning that in several programs there is high level cooperation in the areas of sharing facilities, staff, recruitment efforts, equipment, etc., between ABE and MDTA, employment service, welfare, industry, hospitals, prisons, etc. Most programs have achieved a balance between resources allocated to a central learning center and outlying facilities located in public schools, churches, store fronts, etc.

In the largest programs it is clear that ethnic group representation has been achieved at the administrative and instructional levels. In some of the smaller programs there is virtually no Black or Spanish-speaking representation in the administration and little or none on the part of the professional staff.

Related to ethnic and racial representation were the observations that where such representation exists at all levels, participants express high satisfaction in terms of the program being relevant, useful, practical and, of the kind which meets their real needs.

Innovations observed relative to administration included a very effective use of student advisory committees to establish internal policies, evaluate program effectiveness and teacher performance in one program. In fact, this program has developed the concept of student government and social responsibility to the point that such affairs represent a significant portion of the educational nature of the program and have practically eliminated administrative concerns pertaining to recruitment, morale, and dropout.

Other areas of innovations included the orientation and in-service training of social workers by the ABE director to achieve greater rapport and cooperation between the two agencies, providing space for job placement personnel of the Employment Service, and the use of representative community advisory committees.

In general it can be concluded that the local management of ABE performs at high level efficiency, that there is a continuous flow of ideas from students and teachers which are responded to in a positive way, and that there is genuine concern and feeling for the need for total ethnic representation

at all levels of staffing. With only a few exceptions the following description of one coordinator is fairly typical of the administration.

"This ABE administrator can best be described as a very humanistic type administrator who cares and therefore knows. He knows what's going on in his program; he relates, it seems, directly to his teachers; he knows his teachers; he knows what they're doing; he knows what they're doing good, what they're doing bad and how well they relate to the students. He also knows the students regardless of the fact that there are over 300 of them. He knows many of them on a first name basis. Here is a program that has as its leader a real fine administrator; an administrator who cares about his program--is interested in doing a good job, seems creative, he knows his people and he knows his students. This all has allowed him to build what seems to be an above average kind of program, but one however that could be improved. . . ."

Areas where improvement can be made include greater precision in role clarification and function on the part of state staff, more democratic leadership or delegation of responsibilities by a few local administrators, more assistance and help for routine affairs for local administrators, improved facilities (space and equipment) for local administrators, and a more efficient modernized system for program record keeping and budgeting.

CHAPTER III

RECRUITMENT

Nearly all of the recommended procedures for recruitment of students are being employed in a majority of the programs examined. It is clear that "word of mouth" communication by participants (satisfied customers) is one of the more effective means of recruiting new students into the program.

Several programs have greatly enhanced their recruitment activities through the use of community and participant advisory committees.

Referrals by other agencies have proven to be a superior recruiting device under the following conditions: (1) when time and effort is given to developing cooperative relationships with other agencies, (2) when referrals are made in both directions; i.e., welfare or the employment agency makes referrals to ABE and ABE refers clients to welfare, etc., and (3) when facilities are shared jointly between ABE and the cooperating agencies.

Door to door recruitment by staff has achieved only limited success in recruiting and the mass media approach has led to varying degrees of success.

In those cities where there are good working relationships between manpower programs, employment service, welfare, general adult education and ABE, a large portion of recruitment is provided through referrals by the other agencies.

In at least one large city the program is so well received and public awareness is high enough that there is no recruitment problem. In fact, this program is already overtaxed and potential students have to wait for openings before being admitted. While this program is exemplary in terms of success in recruitment, it also highlights the need for larger or additional programs in certain areas.

In only one city was recruitment identified as a major problem--one which seriously affected the impact of the program. In this case a total approach via all possible communication channels is recommended. In addition, a re-examination of personnel policies is recommended so that the background of the minority group participants achieves more than token representation among the administrative and instructional staff.

For reasons not fully understood there is considerable pressure to focus programs in single centrally located learning centers at the expense of maintaining satellite or outreaching neighborhood centers. It is recommended that this practice be reversed when possible so that the programs

will be more readily accessible to the vast numbers of adults who lack the time, child care, economic and transportation facilities required to come to a central center.

In conclusion there is considerable range in success and practices followed in recruitment among the 10 cities. Those programs where recruitment is considered to be a small problem--or no problem--were found to be characterized as being the more viable programs, better represented by minority group personnel in staff positions, more likely to have <u>active</u> community advisory committees, and more adept in individualizing instruction around the practical needs of the learners.

While there is some evidence that enrollment has increased during 1970-71, thus ending a trend toward declining enrollment, better strategies and techniques of recruitment are generally called for if those who could profit most from ABE are to be involved in it.

The practice of employing indigenous (paraprofessional) recruiters should be expanded as should the use of advisory committees well represented by students, former students and neighborhood leaders.

CHAPTER IV

ATTENDANCE AND DROPOUT

Enrollment in the Big 10 City programs (Title III) ranges to slightly more than 150 participants in the smallest city to over 4000 in the largest. It was found that number enrolled is proportional to size of city and target audience and that only a fraction of the potential audience has been reached thus far.

Many of the programs are about equally divided between Blacks, whites and Spanish-speaking groups. In general, the range in ethnic and racial distribution is very great. In this regard programs vary from more than 50 per cent Spanish-speaking to more than 75 per cent Black to one in which 35 different foreign-born nationalities were counted. It is clear that ESL is becoming an increasingly important component of ABE, that it is already the largest component in the largest program, and that special efforts are required to more effectively adopt ABE to non-English speaking participants.

Attendance appears to be higher and dropout lower when there is a purposeful blending of Title III ABE, WIN, and welfare education, where students are encouraged to

move into the GED program, where job training programs operate in the same facilities, when other agencies cooperate in providing space, recruiting, etc., when full-time counselors are provided in day programs and part-time counselors are available for evening programs, when full-time teachers and paraprofessionals are employed in place of part-time staff, and when the ethnic-composition of students is reflected on the part of administrative and instructional staff.

There is some evidence that the stronger programs have greatly enhanced their attractiveness and holding power over the past few years and that the weaker programs have lost ground in this regard. In fact, observations in a few programs indicate that attendance figures are considerably exaggerated with average class size less than half of what is reported.

Interviews with counselors, teachers, students and former students revealed that dropout data are rather meaningless at the present time. Many students (a majority in some programs) drop out because they have achieved the goals of the program, because they solved the problem which led them into the program, or because of some other positive factor. In other words, students who move out and into a job training program, full-time or upgraded employment, or a high school or community college program are counted as

dropouts if they leave before the final achievement tests are given. Unfortunately these "successful" dropouts are reflected in data which casts the program in a negative light. Consequently it is recommended that reporting procedures be developed and implemented which emphasize reporting the achievement of intellectual, social and personal goals; the solving of problems; the improvement of standards of living, etc., and dropouts be redefined to include only those persons who choose to drop out because they are dissatisfied with the program.

It is obvious that the programs are accomplishing much more than reflected by existing data collection procedures.

CHAPTER V

COUNSELING AND GUIDANCE

Every program visited had made provisions for certain counseling and guidance services. In too many instances (particularly in the smaller programs), counseling was limited to the efforts of part-time staff who frequently had additional responsibilities in administration, curriculum development or instruction. Certainly each city should have at least one or more full-time counselors on the basis of present enrollment.

At the other end of the continuum certain programs had adequate cuunseling resources; i.e., full-time professional and paraprofessional staff assigned to this function.

It would be desirable if more paraprofessional as well as professional counselors were employed--especially with a view of achieving racial and ethnic group representation.

In adult basic education teachers themselves are frequently placed in the role of counselor as well as learning diagnostician. Consequently special in-service training should be provided to all teachers and aides pertaining to their responsibilities in adult counseling and guidance.

All programs had initial interviewing, testing and placement services. Unfortunately, initial counseling services frequently appeared more likely to be threatening than helpful to potential or incoming participants.

The tendency to use standardized intelligence and achievement tests (which are as yet of questionable validity for the target groups) places the incoming student into an anxiety-producing situation. Consequently, it is recommended that informal interviews, specially planned "get acquainted" and orientation sessions and informal reading and interest inventories be used in the early stages of guidance, counseling and placement.

If standardized tests are to be used, it is suggested that their use be restricted to establishing measures of group norms and group change and not be relied upon as measures of actual or potential ability of individual students. As in previous evaluations it is also recommended that the state adopt system-wide procedures for uniform testing through the use of critical (or at least comparable) instruments. At present there is considerable variation in tests used--not only between programs but even within--certain programs. The collection and condensation of test scores purporting to measure reading, comprehension, vocabulary, and numerical abilities obtained from non-compatible tests raises serious questions about the validity of the overall achievement data developed at the state level.

Among the innovations observed in the area of counseling the most noteworthy centered around group counseling activities or reality-centered counseling in which small groups of participants learned to reinforce positive attitudes, further the development of self concepts, reduce feelings of alienation and learn the cognitive and effective skills of democratic participation, group leadership, and problem solving.

Another innovation worthy of wider adoption was the use of a counseling team composed of a social caseworker, ABE counselor, and one or more other professional staff member.

The most serious needs in counseling relate to the shortage of full-time counselors, especially qualified to work in the adult setting and with the unique cultural attributes of the predominant ethnic and racial groups in the program. It would appear that bilingual counselors are urgently needed in the programs which have high levels of non-English speaking participants.

Increasing the counseling staff could also help alleviate serious shortages of personnel for follow-through activities; i.e., counselors or counseling teams could be assigned certain post program or exit function to assist a terminating student in becoming stabilized, in entry into vocational training, in re-entry into ABE or general adult

education, or in other ways to maximize the impact of the ABE experience on subsequent activities of the participants and their families.

CHAPTER VI

INSTRUCTION AND CURRICULUM

During the site visits, ranging from 100 to 10 per cent of the classrooms in a given city, special attention was given to observing and recording teacher behaviors. Following are the major strengths which were recorded:

1. Most teachers were sincere and desirous of doing the best they could do. They were conscientious, reasonable, flexible, and apparently ready to adapt to changing conditions in the classroom. Most teachers have been fairly well sold on the ideal of individualizing instruction and were making an honest effort to do so.

2. Usually teachers were empathetic, at least they were making efforts to try to understand students and their reactions to subject matter. They didn't seem to be taking themselves too seriously; that is to say they could find humor in what they were doing and often found it possible to laugh with the students rather than at them.

3. Many teachers, when asked the question "What's the biggest problem that you encounter in teaching adults," would come forth with what seemed most appropriate answers ranging from what they called relevance (meaning what is taught in a subject matter sense to adults has to relate to

what they consider to be their needs, interests or problems, and to what could be considered retention or in the negative sense dropout. Others would say recruitment. Nearly all responses had to do with facilitating the engagement of students in the program and keeping them there once they were enrolled. Interestingly enough, few of the solutions to the latter problem were focused on what teachers or students were doing. Rather, they seemed to divert attention to such matters as money, childcare, and transportation.

4. In numerous instances teachers displayed a high level of creative behavior. For example, in one ESL class there were signs all over the wall that had been made by the teacher and on the all there was a sign that said "wall." There was another sign that had an arrow pointing to the window and it said window and then shade, and all objects were named in the room.

5. Still another positive teacher behavior related to flexibility that was obvious throughout the operation. Students were moving in and out of classes freely, smoking was allowed in many of the rooms. Finally, when one moved into the classrooms it was the exception rather than the rule to see students who were obviously physically and mentally disengaged. Quite the contrary they showed facial expressions which were indicative of interest and concern.

6. Most teachers were very active; that is, physically as well as intellectually active--they were moving around

in their classrooms and they were helping students. Usually instruction was being individualized. Each student was working on materials and the teaching job was largely one of helping individuals cope adequately with materials. Some teachers pointed out that it took them quite awhile to get used to relating to students and their reaction to materials on an individual basis. They called themselves super-clerks and glorified baby sitters without much of a role to play. At least that's what was thought at the outset, but since then they have moved into the notion that the teacher in the situation is there to lead students into the appropriate materials and to help them when difficulty becomes obvious.

On the negative side of teacher behaviors there was frequently too much emphasis on the academic; that is to say, subject matter for the sake of subject matter--learning of parts of speech, for instance, with little effort to relate such learning to the practical needs and concerns of the students. One of many notable exceptions was an instance in the teaching of history. It was, in a sense, history of revolt. Rather than talking about the revolutionary war for its own sake, the teacher took the concept of revolt and projected it into the present and asked the class to identify instances of revolution now and what are the whys and wherefores of that right here and now? And beyond that, raising the question "Who among

you desires to revolt or disagree with something in an effective way that's going on right now? How might one proceed in order to be effective? How might one exert some power and influence on certain kinds of things that are occurring in the 1970's that you disagree with?"

Back to the negative aspects of instruction. Frequently, instances of teaching subject matter for its own sake occurred in the teaching of mathematics. All kinds of opportunities were apparent to teach math in the context of certain kinds of mathematical problems that are encountered daily by students; but instead of doing that teachers tended to academize it by simply throwing cold problems on the board or on ditto sheets for the sake of discussing them in their own right. Here, they could have easily gotten into consumer education, change making, and for people who were interested in carpentry, board feet, etc.

There were also indications of behavior which might be appropriate when its emitted in the direction of youth or children but which seemed quite inappropriate with adults. Following are a few examples:

a. One teacher was overheard saying to her class, "you at the end of the table quit fooling around and get back to work."

b. Still another said, "I want you people to all be at the same place tomorrow."

c. Still another teacher was overhead to say, "You really don't have to ask me that question--all the necessary information is in the book, just go look it up."

Student behavior.--On the negative side, many students, particularly the young, were quite bored with the whole affair. This came through in the expressions on their faces, the way they sat in chairs, the way they physically moved about in the rooms. There were some differences observed here between day and evening programs. Perhaps that is in part attributable to the fact that the day programs are to a larger extent stipended than the evening programs. In addition, the day programs had, as compared to the evening, an over representation of younger students. In the evening programs students showed high levels of interest and desire to learn.

The positive aspects of student behaviors and interactions with teachers, fellow students and materials far outweighed any negative elements in the program.

As previously stated the disinterested or poorly motivated student was the exception. In general, students and teachers alike were highly involved in learning activities designed for individuals, small groups, and at times for the entire class.

The major criticism which can be made of the overall instructional program relates to the relevance of

the curriculum to the everyday lives and needs of the students. Generally, the program is too academic, with too much emphasis on reading, writing and arithmetic for its own sake. There appears to be an overemphasis on the academic in terms of book learning and workbook learning rather than on teaching things that students need to know to function more effectively right here and now in 1971.

Teachers appear to be overly concerned about individualizing instruction--so much so that they seldom move into group discussions, and when they do, it seems that they degenerate into question and answer sessions where teacher asks questions, students answer, etc.

Programs which have high retention rates (dropouts below 25%), waiting lists for participants, full-time administrative, counseling and teaching staff were found to be superior in terms of teacher-student interactions, meaningful curricula, and learning outcomes which had a dynamic impact on improving the lives of the participants.

Nearly all teachers need intensive inservice training in the use of a wide variety of adult education methods and techniques to complement and supplement their expertise in individualized instruction so that subject matter can be more effectively related to the interests, needs, wants and problems of the students.

This will require training in the use of small group discussion methods, panels, symposia, role playing,

brain storming, demonstrations, skits, preparation of special materials for unique situations, etc. With the competence, desire to succeed and motivation displayed by the teachers there is little doubt that they can quickly learn to make the ABE curriculum functional as well as practical from the student's point of view.

CHAPTER VII

FACILITIES

Facilities were examined at all sites visited and were appraised for adequacy in terms of safety features, accessibility and location, lighting, ventilation, maintenance and classroom arrangements.

It was obvious that no single program had the ideal in terms of facilities and some classes were conducted in far from satisfactory ones. On the other hand, more facilities could be rated on the adequate side of the facility measures than on the inadequate side. The range in locations and types of facilities, i.e., from churches to community centers, to converted downtown department stores, to jails to hospitals, to elementary schools to abandoned high schools, to ultra modern central learning labs and technically-sophisticated industrial facilities accounts for the wide variation in their adequacy.

It is worthy to note that with few exceptions, staff were committed and creative in making the best possible use of facilities--whatever their condition, and that (with the exception of learning labs) little, if any, relationship was found between the adequacy of the facility and the quality of teaching or the extent of learning taking place.

Negative aspects of certain facilities included sub-standard ventilation and illumination, poor maintenance, overcrowding (this was a general characteristic of centrally located larger facilities) and questionable safety features ranging from fire hazards to physical defects in floors, stairs, etc. It is suggested that efforts be given to relating vo-tech education and job skill development in the building trades to the renovation of ABE facilities whenever and wherever possible. Planning for minor as well as major improvements in the learning environments could also serve as a basis for instruction in ABE as such planning relates to measurement, decision making, home repair, etc.

Generally, the use of elementary schools resulted in the use of child-size chairs and desks and a non-adult climate or atmosphere. Conversely, although seldom adequate, store fronts and community centers provided a much more adult centered environment and a richer atmosphere for flexible teaching.

On the bright side, most of the larger and more centrally-located facilities were quite adequate--especially the learning labs. The improved facilities in these central locations appears to account for the tendency to move away from neighborhood facilities and toward larger centralized facilities.

Although most (but not all) of the administrators felt that ABE had outgrown the church and the store front

facility, it is obvious that the pressure to centralize the program in more desirable locations is in some ways reducing the likelihood of reaching into the crucial areas of the target audience. In other words, as long as ABE isolates itself from neighborhood population centers, it will continue to draw the more highly motivated, higher educational level segments of the population--which is exactly what the trend data (discussed in Part II) reveal is happening.

Consequently, it is recommended that special mini-labs be established at the community level to serve as feeder stations for the well-organized central facilities. With the availability of new and better software, hardware and competent paraprofessionals representative of the ethnic qualities of target groups, it is suggested that renewed efforts be made to reach out to people where they are--and where they live.

CHAPTER VIII

MATERIALS AND EQUIPMENT

It is difficult to generalize about the adequacy or inadequacy of materials or equipment or about the effectiveness of their use.

In one of the big 10 cities there was everywhere a rich array of both software and hardware--with both being present in large amounts in the learning laboratory. You name it, they have it. To say that the learning laboratory was blessed with hardware and software is not to say that the classrooms were not. Moreover, materials were adult, contemporary and reflective of who the target audience(s) were. Most classrooms were well decorated with all sorts of commercially developed and teacher-made materials, ranging from posters to dittos to pamphlets, to bulletins to hardback books, etc. As one looked at these materials, he found that they were related to many contemporary problems ranging from birth control to drug addiction to nutrition to consumer education, etc.

At the other extreme, in another city is a learning lab moderately equipped with hardware, inadequately equipped with software and for some reason the materials there are

relatively inaccessible to the teachers. In this instance there is a wide discrepancy between what the teachers say they need and what the coordinators say (or believe) they have.

Most programs fall somewhere in between the two extremes discussed above. In general, the learning labs are well equipped with a wide range of hardware--from audio equipment to video tape recorders, from language masters to cassettes, from overheads to film loops, from speedreaders to 16 mm projects, etc. In addition, there is usually ample software to support the lab and the teachers (and students) know how to use and apply it.

Equipping outreach centers is a very trying task compounded where teachers must move their rooms in their attache case, share facilities in gypsy-like fashion, get along with little or no storage space where valuable materials, hard or soft, can be stored until the next class meeting, and function without many other things that are considered essential in a central-center facility. Yet, it is incumbent on the programs' leaders to be in constant communication with the outreach staff and middle management personnel to guarantee that staff members who work at outreach points are as much as possible, equally equipped with software and to some degree portable hardware. The learning labs are too well equipped to find people in the field with virtually nothing to work with but concern and

dedication. The administration should take immediate steps to work out this minor shortcoming with lightning-like speed and precision-like competence.

The materials (advisory bulletins) developed by the state staff on how to select and use materials are excellent and in many cases need to be reprogrammed into the in-service teacher training activities so that the existing materials and equipment can be used more effectively.

One program which has produced several innovations in the use of equipment has developed a master taxonomy of materials, classified by content and grade level. Nearly all commercially available adult central ABE materials are to be found in this taxonomy, and its use has greatly facilitated the individualization of instruction around student interests and needs and it has magnified the effectiveness of the learning lab approach.

Conspicuous by their absence in nearly all programs are adult interest materials at the primary levels and in areas of cultural or ethnic concern. No materials were found relating to the traditions, background and culture of Puerto Rico, for example. Although some programs had modest collections on Black history, there were virtually no materials reflecting the cultural heritage of non-English speaking students.

In conclusion, there is generally an effective use of equipment and materials in central facilities--although

some teachers still rely on the materials they used when teaching children--even though they are surrounded by better quality adult level materials.

The extension or outreach centers are usually inadequately equipped with even software--no wonder success is lacking under such conditions.

On the positive side, teachers are anxious to have and make effective use of the best materials they can find. More attention to the use, selection and preparation of materials appears to be in order for future in-service training.

CHAPTER IX

LEARNING LABS

Although the quality and superiority of the learning labs have been frequently documented in this report, the following conclusions and recommendations can be made on the basis of the field observations.

Generally, more efficient and effective learning was found to be taking place under laboratory conditions than under classroom conditions. Teachers require special skills in the effective management of a learning lab and most of them who work in the labs have mastered these skills.

On the other hand, it should be pointed out that the learning lab is best for only certain kinds of learning, i.e., remediation, drill, independent study, following programmed materials, etc. It appears to represent a superior approach to instruction in ABE when it is used in conjunction with viable, dynamic, interpersonal classroom experiences. In the most effective programs the learning lab is used to supplement and compliment an adult-centered classroom approach. However, in these

instances the "classrooms" are not classrooms in the traditional sense. Rather they can be described as adult-centered learning environments where a variety of techniques are being employed--usually simultaneously--where subject matter is developed because it is pertinent to the needs and problems of the learners--and where the enhancement of social skills, motivations, and attitudes is as important as the development of certain cognitive skills.

The learning lab concept can and in some instances is being misused as the panacea for all problems in ABE. Under such circumstances the environment is cold and non-supportive, attitudes and self concepts change little, and the creative pleasures of learning are seldom discovered.

Because of the demonstrated success of the learning lab as an integral component of ABE, it is recommended that attempts be made to establish mini-labs in the outreach locations to test the viability and effectiveness of this approach under local neighborhood conditions.

At the same time it is suggested that attention be given to supporting a full time director for each existing learning lab, and that all programs adopt the practice of providing at least one hour of lab time for all students enrolled in the larger centers where learning lab facilities exist.

In addition it is recommended that special lab facilities be developed for ESL programs where English is not the predominant language.

APPENDIX

TABLE A-I

NUMBER OF STUDENTS REGISTERED BY CLASS LEVEL

Year		Non English	Basic	Primary	Intermediate	Upper	NR	Total
1965-66	N	2,459	1,046	875	1,244	1,002	108	6,734
	%	36.5	15.6	12.9	18.5	14.9	1.6	100
1966-67	N	4,016	2,373	1,517	1,933	1,437	255	11,531
	%	34.8	20.6	13.2	16.7	12.5	2.2	100
1967-68	N	2,977	1,354	1,049	1,831	1,189	171	8,571
	%	34.7	15.8	12.2	21.4	13.9	2.0	100
1968-69	N	2,655	1,042	808	1,401	990	220	7,116
	%	37.3	14.6	11.4	19.7	13.9	3.1	100
Total	N	12,107	5,815	4,249	6,409	4,618	754	33,952
	%	35.7	17.1	12.5	18.9	13.6	2.2	100

Printout Coordinates 999/100-105

TABLE A-II

AGE RANGE OF STUDENTS

Year		15-19	20-24	25-29	30-34	35-39
1965-66	N	667	1,145	1,095	908	861
	%	10.4	17.0	16.3	13.4	12.7
1966-67	N	1,241	1,669	1,893	1,617	1,485
	%	10.8	14.5	16.4	14.0	12.9
1967-68	N	1,163	1,400	1,542	1,230	1,029
	%	14	16	18	15	12
1968-69	N	1,058	1,285	1,207	1,026	857
	%	15	18	17	15	12
Total	N	4,129	5,499	5,737	4,781	4,232
	%	12.2	16.2	16.9	14.1	12.5

TABLE A-II.--Continued

Year		40-44	45-49	50-54	55-59	60	NR	Total
1965-66	N	620	446	352	228	243	169	6,734
	%	9.2	6.6	5.2	3.4	3.5	2.3	100
1966-67	N	1,058	843	593	418	628	86	11,531
	%	9.2	7.3	5.1	3.6	5.4	.8	100
1967-68	N	809	498	370	236	194	100	8,571
	%	9	6	4	3	2	1	100
1968-69	N	663	380	250	155	148	87	7,116
	%	9	5	4	2	2	1	100
Total	N	3,150	2,167	1,565	1,037	1,213	442	33,952
	%	9.3	6.4	4.5	3.1	3.6	1.2	100

Printout Coordinates 999/506-516

TABLE A-III

SEX

Year		Male	Female	NR	Total
1965-66	N	2,885	3,848	1	6,734
	%	42.9	57.1	0.0	100
1966-67	N	4,616	6,903	12	11,531
	%	40.0	59.9	0.1	100
1967-68	N	2,993	5,543	35	8,751
	%	34.9	64.7	.4	100
1968-69	N	2,640	4,443	33	7,116
	%	37.1	62.4	.5	100
Total	N	13,134	20,737	81	33,952
	%	38.7	61.1	.2	100

Printout Coordinates 999/520-22

TABLE A-IV

RACE OF ENROLLEES

Year		White*	Black	Other	NR	Total
1965-66	N	4,166	2,145	423		6,734
	%	61.9	31.9	6.2		100
1966-67	N	7,632	3,352	547		11,531
	%	66.2	29.1	4.7		100
1967-68	N	5,210	2,939	341	81	8,571
	%	60.8	34.3	4.0	.9	100
1968-69	N	4,031	2,339	565	181	7,116
	%	56.6	32.9	7.9	2.6	100
Total	N	21,039	10,775	1,876	262	33,952
	%	62.0	31.7	5.5	.8	100

*Includes Puerto Rican

Printout Coordinates 999/640-43

TABLE A-V

RACE VS. SEX

Year		White (includes Puerto Rican) Males	Females	Cell Total	Black Males	Females	Cell Total
1965-66	N	2,037	2,168	4,205	706	1,479	2,185
	%CT	48.4	51.6	100	32.3	67.7	100
	%T	30.1	31.9		10.4	21.8	
1966-67	N	3,336	4,276	7,612	1,080	2,268	3,348
	%CT	43.8	56.2	100	32.3	67.7	100
	%T	29.1	37.3		9.4	19.8	
1967-68	N	2,115	3,077	5,192	748	2,180	2,928
	%CT	40.7	59.3	100	25.5	74.5	100
	%T	25.0	36.4		8.8	25.8	
1968-69	N	1,747	2,278	4,025	674	1,658	2,332
	%CT	43.4	56.6	100	28.9	71.1	100
	%T	25.3	32.9		9.7	24.0	
Total	N	9,235	11,799	21,034	3,208	7,585	10,793
	%CT	43.9	56.1	100	29.7	70.3	100
	%T	27.5	35.1		9.5	22.6	

TABLE A-V.--Continued

Year		Other Male	Other Female	Other Cell Total	Total
1965-66	N	170	226	396	6,786
	%CT	42.9	57.1	100	
	%T	2.5	3.3		100
1966-67	N	178	318	496	11,456
	%CT	35.9	64.1	100	
	%T	1.6	2.8		100
1967-68	N	105	235	340	8,460
	%CT	30.9	69.1	100	
	%T	1.2	2.8		100
1968-69	N	156	404	560	6,917
	%CT	27.9	72.1	100	
	%T	2.3	5.8		100
Total	N	609	1,183	1,792	33,619
	%CT	34.0	66.0	100	
	%T	1.8	3.5		100

Printout Coordinates 641-43/521-22

TABLE A-VI

MARITAL STATUS

Year		Married W/Spouse	Married NW/Spouse	Single	NR	Total
1965-66	N	3,226	858	2,507	143	6,734
	%	47.9	12.7	37.3	2.1	100
1966-67	N	5,714	1,713	3,942	162	11,531
	%	49.6	14.8	34.2	1.4	100
1967-68	N	3,992	1,181	3,121	277	8,571
	%	46.6	13.8	36.4	3.2	100
1968-69	N	3,077	974	2,846	219	7,116
	%	43.2	13.7	40.0	3.1	100
Total	N	16,009	4,726	12,416	801	33,952
	%	47.1	13.9	36.6	2.4	100

Printout Coordinates 999/600-606

TABLE A-VII

CHILDREN AT HOME

Year		None	1	2	3	4	5+	NR	Total
1965-66	N	3,198	812	849	593	359	564	359	6,734
	%	47.5	12.1	12.6	8.8	5.3	8.4	5.3	100
1966-67	N	4,867	1,380	1,591	1,243	793	1,235	422	11,531
	%	42.2	12.0	13.8	10.8	6.8	10.7	3.7	100
1967-68	N	3,327	1,108	1,355	976	584	659	562	8,571
	%	38.8	12.9	15.8	11.4	6.8	7.7	6.6	100
1968-69	N	3,051	919	1,147	753	426	423	397	7,116
	%	42.9	12.9	16.1	10.6	6.0	5.9	5.6	100
Total	N	14,443	4,219	4,942	3,565	2,162	2,881	1,740	33,952
	%	42.5	12.4	14.6	10.5	6.4	8.5	5.1	100

TABLE A-VIII

CITIZENSHIP

Year		Native	Native Puerto Rican	Naturalized	Alien	NR	Total
1965-66	N	2688	1242	368	2280	156	6734
	%	39.9	18.4	5.5	33.9	2.3	100
1966-67	N	4744	2454	790	3413	130	11531
	%	41.1	21.3	6.9	29.6	1.1	100
1967-68	N	3651	1856	408	2539	117	8571
	%	42.6	21.7	4.8	29.6	1.3	100
1968-69	N	2767	1569	316	2329	135	7116
	%	38.9	22.0	4.4	32.8	1.9	100
Total	N	13850	7121	1882	10561	538	33952
	%	40.8	21.0	5.5	31.1	1.6	100

Printout coordinates 999/680-684.

TABLE A-IX

LANGUAGE SPOKEN IN THE HOME

Year		English	Spanish	Other	NR	Total
1965-66	N	3,097	2,695	879	63	6,734
	%	46.0	40.0	13.1	0.9	100
1966-67	N	5,515	4,500	1,459	57	11,531
	%	47.8	39.1	12.6	0.5	100
1967-68	N	4,267	3,022	1,192	90	8,571
	%	49.8	35.3	13.9	1.0	100
1968-69	N	3,346	2,617	1,048	105	7,117
	%	47.0	36.8	14.7	1.5	100
Total	N	16,225	12,834	4,578	315	33,952
	%	47.8	37.8	13.5	.9	100

Printout coordinate 999/651-654.

TABLE A-X

CITIZENSHIP BY CLASS LEVEL

Year		Native Non English	Basic	Primary	Intermediate	Upper	Cell Total
1965-66	N	49	570	514	853	730	2,716
	%CT	1.8	21.0	18.9		26.9	100
	%T	.7	8.6	7.7	12.8	11.0	
1966-67	N	265	1,153	819	1,327	1,089	4,653
	%CT	5.7	24.8	17.6	28.5	23.4	100
	%T	2.4	10.3	7.3	11.9	9.8	
1967-68	N	32	614	666	1,346	921	3,579
	%CT	.9	17.2	18.6	37.6	25.7	100
	%T	.4	7.4	8.0	16.2	11.1	
1968-69	N	127	421	462	927	738	2,675
	%CT	4.7	15.7	17.3	34.7	27.6	100
	%T	1.9	6.2	6.8	13.7	10.9	
Total	N	473	2,758	2,461	4,453	3,478	13,623
	%CT	3.5	20.2	18.1	32.7	35.5	
	%T	1.4	8.4	7.5	13.6	10.6	

TABLE A-X.--Continued

Year		Native--/P.R. Non English	Basic	Primary	Intermediate	Upper	Cell Total
1965-66	N	845	142	98	97	62	1,249
	%CT	67.9	11.4	7.9	7.8	5.0	100
	%T	12.7	2.1	1.5	1.5	.9	
1966-67	N	1,555	423	188	154	84	2,404
	%CT	64.7	17.6	7.8	6.4	3.5	100
	%T	13.9	3.8	1.7	1.4	.8	
1967-68	N	1,112	294	150	164	73	1,793
	%CT	62.0	16.4	8.4	9.1	4.1	100
	%T	13.4	3.5	1.8	2.0	.9	
1968-69	N	1,024	149	97	160	77	1,507
	%CT	67.9	10.0	6.4	10.6	5.1	100
	%T	15.1	2.1	1.4	2.4	1.1	
Total	N	4,536	1, 008	533	575	296	6,948
	%CT	65.3	4.5	7.7	8.2	4.3	100
	%T	13.8	3.1	1.6	1.8	.9	

TABLE A-X.--Continued

Year		Naturalized					Cell Total
		Non English	Basic	Primary	Intermediate	Upper	
1965-66	N	89	69	55	86	72	371
	%CT	24.0	18.6	14.8	23.2	19.4	100
	%T	1.3	1.0	.8	1.3	1.1	
1966-67	N	169	153	170	189	98	779
	%CT	21.7	19.6	21.8	24.3	12.6	100
	%T	1.5	1.4	1.5	1.7	.9	
1967-68	N	118	69	44	97	78	406
	%CT	29.1	17.0	10.8	23.9	19.2	100
	%T	1.4	.8	.6	1.2	.9	
1968-69	N	95	64	26	82	42	309
	%CT	30.7	20.7	8.4	26.5	13.6	100
	%T	1.4	1.1	.4	1.2	.8	
Total	N	471	355	295	454	290	1,865
	%CT	25.3	19.0	15.8	24.3	15.5	100
	%T	1.4	1.1	.9	1.4	.9	

TABLE A-X.--Continued

Year		Alien: Non English	Alien: Basic	Alien: Primary	Alien: Intermediate	Alien: Upper	Alien: Cell Total	Total
1965-66	N	1,428	284	234	218	149	2,313	6,644
	%CT	61.7	12.3	10.2	9.4	6.4	100	
	%T	21.5	4.3	3.5	3.3	2.4		100
1966-67	N	1,966	622	333	239	151	3,311	11,147
	%CT	59.4	18.8	10.1	7.2	4.5	100	
	%T	17.6	5.6	3.0	2.1	1.4		100
1967-68	N	1,673	356	176	200	107	2,512	8,290
	%CT	66.6	14.2	7.0	8.0	4.3	100	
	%T	20.2	4.3	2.2	2.4	1.3		100
1968-69	N	1,382	384	208	208	101	2,283	6,774
	%CT	60.5	16.8	9.1	9.1	4.5	100	
	%T	20.4	5.7	3.0	3.0	1.4		100
Total	N	6,449	1,646	951	865	508	10,419	32,855
	%CT	61.9	15.8	9.1	8.3	4.9	100	
	%T	94.6	5.0	2.9	2.6	1.5		100

Printout Coordinates 680-683/100-104

TABLE XI

PERCENTAGE OF EACH CLASS LEVEL, WHITE, BLACK, OR OTHER

Year		Non English				Basic			
		White	Black	Other	Cell Total	White	Black	Other	Cell Total
65-66	N	2,142	130	219	2,491	516	509	52	1,077
	%CT	86.0	5.2	8.8	100	47.9	47.3	4.8	100
	%T	31.7	1.9	3.2		7.6	7.5	.8	
66-67	N	3,392	287	305	3,984	1,383	895	86	2,364
	%CT	85.1	7.2	7.7	100	58.5	37.9	3.6	100
	%T	30.2	2.6	2.7		12.3	8.0	.8	
67-68	N	2,650	121	194	2,965	804	493	36	1,333
	%CT	89.4	4.1	6.5	100	60.3	37.0	2.7	100
	%T	31.8	1.5	2.3		9.7	5.9	.4	
68-69	N	1,985	299	314	2,598	597	358	61	1,016
	%CT	76.4	12.0	12.1	100	58.8	35.2	6.0	100
	%T	29.5	4.4	4.7		8.9	5.3	.9	
Total	N	10,169	837	1,032	12,038	3,300	2,255	235	5,790
	%CT	84.4	7.0	8.6	100	57.0	38.9	4.1	100
	%T	30.9	2.5	3.2		10.0	6.8	0.7	

TABLE XI.--Continued

Year		Primary White	Primary Black	Primary Other	Primary Cell Total	Intermediate White	Intermediate Black	Intermediate Other	Intermediate Cell Total
65-66	N	428	440	44	912	616	617	29	1,262
	%CT	47.9	48.2	4.8	100	48.8	48.9	2.3	100
	%T	6.3	6.5	.7		9.1	9.1	.4	
66-67	N	793	682	37	1,512	1,007	890	29	1,926
	%CT	52.4	45.1	2.4	100	52.3	46.2	1.5	100
	%T	7.1	6.1	.3		9.0	7.9	.3	
67-68	N	456	553	25	1,034	639	1,146	38	1,823
	%CT	44.1	53.5	2.4	100	35.1	62.8	2.1	100
	%T	5.5	6.6	.3		7.7	13.8	.4	
68-69	N	339	371	71	781	528	784	51	1,363
	%CT	43.4	47.5	9.1	100	38.7	57.5	3.7	100
	%T	5.0	5.5	1.1		7.9	11.7	.8	
Total	N	2,016	2,046	177	4,239	2,790	3,437	147	6,374
	%CT	47.5	48.3	4.2	100	43.8	53.9	2.3	100
	%T	6.1	6.2	0.5		8.4	10.5	0.4	

TABLE XI.--Continued

Years		Upper White	Upper Black	Upper Other	Upper Cell Total	Total
65-66	N	485	480	50	1,015	6,757
	%CT	47.8	47.3	4.9	100	
	%T	7.2	7.2	.8		
66-67	N	877	530	26	1,433	11,219
	%CT	61.2	37.0	1.8	100	
	%T	7.8	4.7	.2		
67-68	N	579	572	22	1,173	8,328
	%CT	49.4	48.7	1.9	100	
	%T	7.0	6.9	.2		
68-69	N	451	471	42	964	6,722
	%CT	46.8	48.9	4.4	100	
	%T	6.7	7.0	.6		
Total	N	2,392	2,053	140	4,585	33,026
	%CT	52.2	44.8	3.0	100	
	%T	7.2	6.2	0.4		

Printout coordinates 641-643/100-104.

TABLE A-XII

PERCENTAGE OF EACH RACIAL CATEGORY ENROLLED IN VARIOUS CLASS LEVELS

	White		Black		Other	
	N	%CT	N	%CT	N	%CT
Non-English	10,169	49.2	837	7.9	1,032	59.6
Basic	3,300	16.0	2,255	21.2	235	13.6
Primary	2,016	9.8	2,046	19.3	177	10.2
Intermediate	2,790	13.5	3,437	32.3	147	8.5
Upper	2,392	11.5	2,053	19.3	140	8.1
Cell Total	20,667	100	10,628	100	1,731	100

TABLE A-XIII

NUMBER OF YEARS OF PREVIOUS SCHOOLING

Year		0-3	4-6	7-9	10-12	12+	NR	Total
1965-66	N	822	1673	2225	1411	393	210	6734
	%	12.3	24.8	33.0	21.0	5.8	3.1	100
1966-67	N	1578	3049	3878	2291	544	191	11531
	%	13.7	26.5	33.6	19.8	4.7	1.7	100
1967-68	N	779	2349	2913	1952	393	185	8571
	%	9.1	27.4	34.0	22.8	4.6	2.1	100
1968-69	N	542	1667	2500	1869	339	199	7116
	%	7.6	23.4	35.1	26.3	4.8	2.8	100
Total	N	3721	8738	11516	7523	1669	785	33952
	%	11.0	25.7	33.9	22.2	4.9	2.3	100

Printout coordinates 999/200-214.

TABLE A-XIV

NUMBER OF YEARS PREVIOUS SCHOOLING COMPLETED VS. AGE

Year	Age / School Completed	Under 25					Cell Total
		0-3	4-6	7-9	10-12	12+	
1965-66	N	86	316	731	582	116	1,831
	%CT	4.7	17.3	40.0	31.8	6.3	100
	%T	0.2	4.8	11.0	8.8	1.7	
1966-67	N	162	569	1,158	841	133	2,863
	%CT	5.7	19.9	40.4	29.4	4.6	100
	%T	1.5	5.1	10.4	7.6	1.2	
1967-68	N	93	537	979	818	101	2,528
	%CT	3.7	21.2	38.7	32.4	4.0	100
	%T	1.1	6.4	11.7	9.8	1.2	
1968-69	N	84	421	870	832	95	2,302
	%CT	3.6	18.3	37.8	36.1	4.1	100
	%T	1.2	6.2	12.6	12.2	1.4	
Total	N	425	1,843	3,738	3,073	445	9,524
	%CT	4.5	19.4	39.1	32.3	4.7	100
	%T	1.3	5.6	11.3	9.3	1.4	

TABLE A-XIV.--Continued

Year	Age School Completed	25-34					
		0-3	4-6	7-9	10-12	12+	Cell Total
1965-66	N	185	510	698	481	155	2,029
	%CT	9.1	25.1	34.4	34.4	23.7	100
	%T	2.8	7.7	10.5	7.2	2.3	
1966-67	N	350	923	1,185	788	226	3,472
	%CT	10.1	26.6	34.1	22.7	6.5	100
	%T	3.1	8.3	10.6	7.1	2.0	
1967-68	N	205	715	959	662	182	2,723
	%CT	7.5	26.3	35.2	24.3	6.7	100
	%T	2.5	8.6	11.5	8.0	2.2	
1968-69	N	127	519	778	616	143	2,183
	%CT	5.8	23.8	35.6	28.2	6.6	100
	%T	1.9	7.6	11.4	9.0	2.1	
Total	N	867	2,667	3,620	2,547	706	10,407
	%CT	8.3	25.6	34.8	24.5	6.8	100
	%T	2.6	8.1	11.0	7.7	2.1	

TABLE A-XIV.--Continued

Year	Age School Completed	35-44					
		0-3	4-6	7-9	10-12	12+	Cell Total
1965-66	N	215	474	487	240	82	1,498
	%CT	14.4	31.6	32.5	16.0	5.5	100
	%T	3.2	7.1	7.3	3.6	1.2	
1966-67	N	412	773	728	392	102	2,407
	%CT	17.1	32.1	30.3	16.3	4.2	100
	%T	3.7	6.9	6.5	3.5	0.9	
1967-68	N	213	621	594	310	66	1,804
	%CT	11.8	34.4	32.9	17.2	3.7	100
	%T	2.6	7.5	7.1	3.7	0.8	
1968-69	N	159	421	562	263	46	1,451
	%CT	11.0	29.0	38.7	18.1	3.2	100
	%T	2.3	6.2	8.2	3.8	0.7	
Total	N	999	2,289	2,371	1,205	296	7,160
	%CT	14.0	32.0	33.1	16.8	4.1	100
	%T	3.0	6.9	7.2	3.7	0.9	

TABLE A-XIV.--Continued

Year	Age School Completed	45-54					
		0-3	4-6	7-9	10-12	12+	Cell Total
1965-66	N	152	263	249	111	30	805
	%CT	18.9	32.7	30.9	3.8	3.7	100
	%T	2.3	4.0	3.7	1.7	0.5	
1966-67	N	226	460	444	194	42	1,366
	%CT	16.5	33.7	32.5	14.2	3.1	100
	%T	2.0	4.1	4.0	1.7	0.5	
1967-68	N	158	301	243	124	28	854
	%CT	18.5	35.2	28.5	14.5	3.3	100
	%T	1.9	3.6	2.9	1.5	0.3	
1968-69	N	90	199	204	91	31	615
	%CT	14.6	32.4	33.2	14.8	5.0	100
	%t	1.3	2.9	3.0	1.3	0.4	
Total	N	626	1,223	1,140	520	131	3,640
	%CT	17.2	33.6	31.3	11.3	3.6	100
	%T	1.9	3.7	3.5	1.6	0.4	

TABLE A-XIV.--Continued

Year	Age School Completed	55 or Older 0-3	4-6	7-9	10-12	12+	Cell Total	Total
1965-66	N	193	136	103	32	18	482	6,645
	%CT	40.0	28.2	21.4	6.6	3.7	100	
	%T	2.9	2.0	1.6	0.5	0.3		100
1966-67	N	362	313	248	66	39	1,028	11,136
	%CT	35.2	30.5	24.1	6.4	3.8	100	
	%T	3.3	2.8	2.2	0.6	0.4		100
1967-68	N	105	161	117	27	14	424	8,333
	%CT	24.8	38.0	27.6	6.4	3.3	100	
	%T	1.3	1.9	1.4	0.3	0.2		100
1968-69	N	79	98	78	24	13	292	6,843
	%CT	27.1	33.6	26.7	8.2	4.4	100	
	%T	1.1	1.4	1.1	0.4	0.2		100
Total	N	739	708	546	149	84	2,226	32,957
	%CT	33.2	31.8	24.5	6.7	3.8	100	
	%T	2.2	2.1	1.7	0.5	0.3		100

Printout Coordinates 200-213/506-515

TABLE A-XV

NUMBER OF YEARS PREVIOUS SCHOOLING COMPLETED, BY SEX

Year		Males					
		0-3	4-6	7-9	10-12	12+	Cell Total
65-66	N	349	742	988	593	196	2,868
	%CT	12.2	25.9	34.4	20.7	6.8	100
	%T	5.2	11.1	14.8	8.9	2.9	
66-67	N	662	1,312	1,552	789	217	4,532
	%CT	14.6	28.9	34.3	17.4	4.8	100
	%T	5.9	11.6	13.7	7.0	1.9	
67-68	N	289	937	1,027	541	136	2,930
	%CT	9.9	31.9	35.1	18.5	4.6	100
	%T	3.5	11.2	12.3	6.5	1.6	
68-69	N	225	665	969	571	135	2,565
	%CT	8.8	25.9	37.7	22.3	5.3	100
	%T	3.3	9.6	14.1	8.3	1.9	
Total	N	1,525	3,656	4,536	2,494	684	12,895
	%CT	11.8	28.4	35.2	19.3	5.3	100
	%T	4.6	11.0	13.6	7.5	2.1	

TABLE A-XV.--Continued

Year		Females						Total
		0-3	4-6	7-9	10-12	12+	Cell Total	
65-66	N	490	965	1,289	861	204	3,809	6,677
	%CT	12.9	25.3	33.8	22.6	5.4	100	
	%T	7.3	14.5	19.3	12.9	3.1		100
66-67	N	913	1,726	2,321	1,498	326	6,784	11,316
	%CT	13.5	25.4	34.2	22.1	4.8	100	
	%T	8.1	15.3	20.0	13.2	2.9		100
67-68	N	484	1,402	1,876	1,408	255	5,425	8,355
	%CT	8.9	25.8	34.6	26.0	4.7	100	
	%T	5.8	16.8	22.4	16.9	3.0		100
68-69	N	313	998	1,520	1,296	204	4,331	6,896
	%CT	7.2	23.0	35.1	29.9	4.8	100	
	%T	4.5	14.5	22.0	18.8	3.0		100
Total	N	2,200	5,091	7,006	5,063	989	20,349	33,244
	%CT	10.8	25.0	34.4	24.9	4.9	100	
	%T	6.6	15.3	21.1	15.2	3.0		100

TABLE A-XVI

NUMBER OF YEARS PREVIOUS SCHOOLING COMPLETED BY VARIOUS CITIZENSHIP CATEGORIES

Year		Native					Cell Total
		0-3	4-6	7-9	10-12	12+	
1965-66	N	331	650	1,103	570	41	2,695
	%CT	12.3	24.1	40.9	21.2	1.5	100
	%T	5.0	9.9	16.8	8.7	.6	
1966-67	N	591	1,103	1,934	970	84	4,682
	%CT	12.6	23.6	41.3	20.7	1.8	100
	%T	5.3	9.8	17.2	8.6	.7	
1967-68	N	291	637	1,439	1,117	110	3,594
	%CT	8.1	17.7	40.0	31.1	3.1	100
	%T	3.5	7.7	17.3	13.5	1.3	
1968-69	N	200	436	1,073	943	60	2,712
	%CT	7.4	16.1	39.5	34.8	2.2	100
	%T	2.9	6.4	15.7	13.8	.9	
Total	N	1,413	2,826	5,549	3,600	295	13,683
	%CT	10.3	20.6	40.6	26.3	2.2	100
	%T	4.3	8.6	16.9	10.9	.9	

TABLE A-XVI.--Continued

Year		Native/Puerto Rican 0-3	4-6	7-9	10-12	12+	Cell Total
1965-66	N	225	395	368	183	32	1,203
	%CT	18.7	32.8	30.6	15.2	2.7	100
	%T	3.4	6.0	5.6	2.8	.5	
1966-67	N	510	785	730	331	64	2,420
	%CT	21.1	32.4	30.2	13.7	2.6	100
	%T	4.5	7.0	6.5	3.0	.6	
1967-68	N	281	625	580	289	40	1,815
	%CT	15.5	34.4	32.0	15.9	2.2	100
	%T	3.4	7.5	7.0	3.5	.5	
1968-69	N	162	420	561	348	55	1,546
	%CT	10.5	27.2	36.3	22.5	3.5	100
	%T	2.4	6.2	8.2	5.1	.8	
Total	N	1,178	2,225	2,239	1,151	191	6,984
	%CT	16.9	31.9	32.0	16.5	2.7	100
	%T	3.6	6.8	6.8	3.5	.6	

TABLE A-XVI.--Continued

Year		Naturalized 0-3	4-6	7-9	10-12	12+	Cell Total
1965-66	N	103	100	83	63	20	369
	%CT	27.9	27.1	22.5	17.1	5.4	100
	%T	1.6	1.5	1.3	1.0	.3	
1966-67	N	203	258	188	89	39	777
	%CT	26.1	33.2	24.2	11.5	5.0	100
	%T	1.8	2.3	1.7	.8	.3	
1967-68	N	39	115	144	83	19	400
	%CT	9.7	28.7	36.0	20.8	4.8	100
	%T	.4	1.4	1.7	1.0	.2	
1968-69	N	32	91	112	60	15	310
	%CT	10.3	29.4	36.1	19.4	4.8	100
	%T	.5	1.3	1.6	.9	.2	
Total	N	377	564	527	295	93	1,856
	%CT	20.3	30.4	28.4	15.9	5.0	100
	%T	1.1	1.7	1.6	.9	.3	

TABLE A-XVI.--Continued

Year		Alien 0-3	4-6	7-9	10-12	12+	Cell Total	Total
1965-66	N	167	526	689	623	297	2,302	6,569
	%CT	7.3	22.8	29.9	27.1	12.9	100	
	%T	2.5	8.0	10.5	9.5	4.5		100
1966-67	N	264	865	985	873	352	3,339	11,218
	%CT	7.9	25.9	29.6	26.1	10.5	100	
	%T	2.4	7.7	8.9	7.8	3.1		100
1967-68	N	163	952	712	445	220	2,492	8,301
	%CT	6.5	38.2	28.6	17.9	8.8	100	
	%T	2.0	11.5	8.6	5.4	2.6		100
1968-69	N	142	707	717	493	198	2,257	6,825
	%CT	6.3	31.3	31.8	21.8	8.8	100	
	%T	2.1	10.4	10.5	7.2	2.9		100
Total	N	736	3,050	3,103	2,434	1,067	10,390	32,913
	%CT	7.1	29.4	29.9	23.3	10.3	100	
	%T	2.2	9.3	9.4	7.4	3.2		100

Printout Coordinates

TABLE A-XVII

NUMBER OF YEARS PREVIOUS SCHOOLING VS. CLASS LEVEL

Year		Non-English					
		0-3	4-6	7-9	10-12	12+	Cell Total
1965-66	N	319	713	711	517	169	2,429
	%CT	13.1	29.3	29.3	21.3	7.0	100
	%T	4.8	10.7	10.7	7.8	2.5	
1966-67	N	612	1,199	1,152	726	230	3,919
	%CT	15.6	30.6	29.4	18.5	5.9	100
	%T	5.5	10.8	10.4	6.6	2.1	
1967-68	N	354	1,144	839	401	156	2,894
	%CT	12.2	39.5	29.0	13.9	5.4	100
	%T	4.3	13.9	10.2	4.9	1.9	
1968-69	N	249	846	861	491	133	2,580
	%CT	9.7	32.8	33.3	19.0	5.2	100
	%T	3.7	12.6	12.8	7.3	2.0	
Total	N	1,534	3,902	3,563	2,135	688	11,822
	%CT	13.0	33.0	30.1	18.1	5.8	100
	%T	4.7	12.0	10.9	6.5	2.1	

TABLE A-XVII.--Continued

Year		Basic 0-3	4-6	7-9	10-12	12+	Cell Total
1965-66	N	290	310	271	143	44	1,058
	%CT	27.4	29.3	25.6	13.5	4.2	100
	%T	4.4	4.7	4.1	2.2	.7	
1966-67	N	542	740	631	334	81	2,328
	%CT	23.3	31.8	27.1	14.3	3.5	100
	%T	4.9	6.7	5.7	3.0	.7	
1967-68	N	237	467	382	191	43	1,320
	%CT	18.0	35.3	28.9	14.5	3.3	100
	%T	2.9	5.7	4.6	2.3	.5	
1968-69	N	153	294	321	182	54	1,004
	%CT	15.2	29.3	32.0	18.1	5.4	100
	%T	2.3	4.4	4.8	2.7	.8	
Total	N	1,222	1,811	1,605	850	222	5,710
	%CT	21.4	31.7	28.1	14.9	3.9	100
	%T	3.7	5.5	4.9	2.6	.7	

TABLE A-XVII.--Continued

Year		Primary 0-3	4-6	7-9	10-12	12+	Cell Total
1965-66	N	133	263	314	145	34	889
	%CT	15.0	29.6	35.3	16.3	3.8	100
	%T	2.0	4.0	4.7	2.2	.5	
1966-67	N	243	442	521	233	52	1,491
	%CT	16.3	29.7	34.9	15.6	3.5	100
	%T	2.2	4.0	4.7	2.2	.5	
1967-68	N	112	292	393	196	32	1,025
	%CT	10.9	28.5	38.3	19.2	3.1	100
	%T	1.4	3.6	4.8	2.4	.4	
1968-69	N	80	182	299	201	26	788
	%CT	10.2	23.1	37.9	25.5	3.3	100
	%T	1.2	2.7	4.5	3.0	.4	
Total	N	568	1,179	1,527	775	144	4,193
	%CT	13.5	28.1	36.5	18.5	3.4	100
	%T	1.7	3.6	4.7	2.4	.4	

TABLE A-XVII.--Continued

Year		Intermediate 0-3	4-6	7-9	10-12	12+	Cell Total
1965-66	N	62	313	527	290	64	1,256
	%CT	4.9	24.9	42.0	23.1	5.1	100
	%T	.9	4.7	7.9	4.4	1.0	
1966-67	N	116	451	835	436	70	1,908
	%CT	8.7	2.1	43.8	22.9	3.7	100
	%T	1.0	4.1	7.5	3.9	.6	
1967-68	N	41	296	758	613	101	1,809
	%CT	2.3	16.3	41.9	33.9	5.6	100
	%T	.5	3.6	9.2	7.5	1.2	
1968-69	N	31	238	575	475	58	1,377
	%CT	2.3	17.3	41.7	34.5	4.2	100
	%T	.5	3.5	8.6	7.1	.9	
Total	N	250	1,298	2,695	1,814	293	6,350
	%CT	3.9	20.4	42.5	28.6	4.6	100
	%T	.8	4.0	8.3	5.6	.9	

TABLE A-XVII.--Continued

Year		Upper 0-3	Upper 4-6	Upper 7-9	Upper 10-12	Upper 12+	Cell Total	Total
1965-66	N	23	102	444	352	86	1,007	6,639
	%CT	2.3	10.1	44.1	35.0	8.5	100	
	%T	.3	1.5	6.7	5.3	1.3		100
1966-67	N	45	137	651	511	84	1,428	11,074
	%CT	3.2	9.6	455	35.8	5.9	100	
	%T	.4	1.2	5.9	4.6	.8		100
1967-68	N	8	94	490	524	58	1,174	8,222
	%CT	.7	8.0	41.7	447	4.9	100	
	%T	.1	1.1	6.0	6.4	.6		100
1968-69	N	7	65	365	462	59	958	6,707
	%CT	.7	6.8	38.1	48.2	6.2	100	
	%T	.1	1.0	5.4	6.9	.8		100
Total	N	83	398	1,950	1,849	287	4,567	32,642
	%CT	1.8	8.7	42.7	40.5	6.3	100	
	%T	.3	1.2	6.0	5.7	.8		100

Printout Coordinates 200-213/100-104

TABLE A-XVIII

NUMBER OF YEARS OF PREVIOUS SCHOOLING BY RACE

Year		White					
		0-3	4-6	7-9	10-12	12+	Cell Total
1965-66	N	472	1,057	1,389	928	292	4,138
	%CT	11.4	25.5	33.6	22.4	7.1	100
	%T	7.1	15.9	20.8	13.9	4.4	
1966-67	N	977	2,062	2,536	1,497	403	7,475
	%CT	13.1	27.6	33.9	20.0	5.4	100
	%T	8.6	18.1	22.3	13.2	3.5	
1967-68	N	458	1,661	1,792	951	247	5,109
	%CT	9.0	32.5	35.1	18.6	4.8	100
	%T	5.5	20.0	21.5	11.4	3.0	
1968-69	N	311	1,038	1,423	930	222	3,924
	%CT	7.9	26.5	36.2	23.7	5.7	100
	%T	4.6	15.3	21.1	13.7	3.3	
Total	N	2,218	5,818	7,140	4,306	1,164	20,646
	%CT	10.7	28.2	34.6	20.9	5.6	100
	%T	6.7	17.6	21.4	13.0	3.5	

2011-05-05

TABLE A-XVIII.--Continued

Year		Black					Cell Total
		0-3	4-6	7-9	10-12	12+	
1965-66	N	313	551	770	455	62	2,151
	%CT	14.5	25.6	35.8	21.2	2.9	100
	%T	4.7	8.3	11.5	6.8	.9	
1966-67	N	513	838	1,181	792	89	3,413
	%CT	15.0	24.6	34.6	23.2	2.6	100
	%T	4.5	7.4	10.4	7.0	.8	
1967-68	N	273	594	1,012	907	118	2,904
	%CT	9.4	20.5	34.8	31.2	4.1	100
	%T	3.3	7.1	12.2	10.9	1.4	
1968-69	N	184	466	814	742	81	2,287
	%CT	8.0	20.4	35.7	32.4	3.5	100
	%T	2.7	6.9	12.0	11.0	1.2	
Total	N	1,283	2,449	3,777	2,896	350	10,755
	%CT	11.9	22.8	35.1	26.9	3.3	100
	%T	3.9	7.4	11.4	8.7	1.1	

TABLE A-XVIII.--Continued

Year		Other 0-3	Other 4-6	Other 7-9	Other 10-12	Other 12+	Other Cell Total	Total
1965-66	N	55	100	112	66	46	379	6,668
	%CT	14.5	26.4	29.6	17.4	12.1	100	
	%T	.8	1.5	1.7	1 1.0	.7		100
1966-67	N	82	128	142	90	47	489	11,377
	%CT	16.8	26.2	29.0	18.4	9.6	100	
	%T	.7	1.1	1.2	.8	.4		100
1967-68	N	44	80	86	71	25	306	8,319
	%CT	14.4	26.1	28.1	23.2	8.2	100	
	%T	.5	1.0	1.0	.9	.3		100
1968-69	N	37	130	207	155	29	558	6,769
	%CT	6.6	23.3	37.1	27.8	5.2	100	
	%T	.5	1.9	3.1	2.3	.4		100
Total	N	218	438	547	382	147	1,732	33,133
	%CT	12.6	25.3	31.5	22.1	8.5	100	
	%T	.7	1.3	1.7	1.2	.4		100

Printout Coordinates 200-213/641-643

TABLE A-XIX

GEOGRAPHIC AREA WHERE SCHOOLING WAS COMPLETED

Year		North East	Mid-west	South	Far West	Puerto Rico	Other Country	NR	Total
1965-66	N	1,284	42	1,341	11	1,175	2,621	260	6,734
	%	19.2	0.6	19.9	0.2	17.5	38.9	3.7	100
1966-67	N	2,540	71	2,213	14	2,336	3,993	364	11,531
	%	22.0	0.6	19.2	0.1	20.3	34.6	3.2	100
1967-68	N	2,030	51	1,600	20	1,691	2,861	318	8,571
	%	23.7	.6	18.7	.2	19.7	33.4	3.7	100
1968-69	N	1,720	38	1,149	23	1,384	2,566	236	7,116
	%	24.2	.5	16.2	.3	19.4	36.1	3.3	100
Total	N	7,574	202	6,303	68	6,586	12,041	1178	33,952
	%	22.3	0.6	18.6	0.2	19.4	35.4	3.5	100

Printout coordinate 999/631-637.

TABLE A-XX

STUDENTS EVER GAINFULLY EMPLOYED

Year		Yes	No	NR	Total
65-66	N	5,699	752	283	6,734
	%	84.6	11.2	4.2	100
66-67	N	9,265	1,746	520	11,531
	%	80.4	15.1	4.5	100
67-68	N	6,537	1,486	548	8,571
	%	76.3	17.3	6.4	100
68-69	N	5,486	1,174	456	7,116
	%	77.1	16.5	6.4	100
Total	N	26,987	5,158	1,807	33,952
	%	79.5	15.2	5.3	100

Printout coordinate 999/721-723.

TABLE A-XXI

STUDENTS EVER GAINFULLY EMPLOYED VS. NUMBER OF YEARS OF PREVIOUS SCHOOLING*

Years		0-3 Yes	0-3 No	0-3 Cell Total	4-6 Yes	4-6 No	4-6 Cell Total
1965-66	N	695	108	803	1,456	187	1,643
	%CT	86.5	13.5	100	88.6	11.4	100
	%T	10.8	1.7		22.6	2.9	
1966-67	N	1,243	261	1,504	2,209	520	2,729
	%CT	82.6	17.4	100	80.9	19.1	100
	%T	11.6	2.4		20.7	4.9	
1967-68	N	562	162	724	1,831	160	1,991
	%CT	77.6	22.4	100	92.0	8.0	100
	%T	7.2	2.1		23.6	2.1	
1968-69	N	378	130	508	1,284	294	1,578
	%CT	74.4	25.6	100	81.4	18.6	100
	%T	5.8	2.0		19.7	4.5	
Total	N	2,878	661	3,539	6,780	1,161	7,941
	%CT	81.3	18.7	100	85.3	14.7	100
	%T	9.2	2.1		21.6	3.7	

TABLE A-XXI.--Continued

Year		7-9 Yes	7-9 No	7-9 Cell Total	10-12 Yes	10-12 No	10-12 Cell Total
1965-66	N	1,943	251	2,194	1,236	168	1,404
	%CT	88.6	11.4	100	88.0	12.0	100
	%T	30.2	3.9		19.2	2.6	
1966-67	N	3,189	538	3,727	1,872	332	2,204
	%CT	85.6	14.4	100	84.9	15.1	100
	%T	29.9	5.1		17.5	3.1	
1967-68	N	2,250	394	2,644	1,514	519	2,033
	%CT	85.1	14.9	100	74.5	25.5	100
	%T	29.0	5.1		19.5	6.7	
1968-69	N	2,016	361	2,377	1,453	307	1,760
	%CT	84.8	15.2	100	82.6	17.4	100
	%T		5.5		22.2	4.7	
Total	N	9,398	1,544	10,942	6,075	1,326	7,401
	%CT	85.9	14.1	100	82.1	17.9	100
	%T	29.9	4.9		19.4	4.2	

TABLE A-XXI.--Continued

Year		12+ Yes	12+ No	Cell Total	Total
1965-66	N	345	40	385	6,429
	%CT	89.6	10.4	100	
	%T	5.5	0.6		100
1966-67	N	445	61	506	10,670
	%CT	87.9	12.1	100	
	%T	4.2	0.6		100
1967-68	N	312	55	367	7,759
	%CT	85.0	15.0	100	
	%T	4.0	0.7		100
1968-69	N	265	46	311	6,534
	%CT	85.2	14.8	100	
	%T	4.1	0.6		100
Total	N	1,367	202	1,569	31,392
	%CT	87.1	12.9	100	
	%T	4.4	0.6		100

Printout Coordinates 721-723/200-213

TABLE A-XXII

STUDENTS EVER GAINFULLY EMPLOYED VS RACE*

Year		White			Black			Other			Total
		Yes	No	Cell Total	Yes	No	Cell Total	Yes	No	Cell Total	
65-66	N	3,475	549	4,024	1,961	138	2,099	279	76	355	6,478
	%CT	86.4	13.6	100	93.4	6.6	100	78.6	21.4	100	
	%T	53.6	8.5		30.3	2.1		4.3	1.2		100
66-67	N	5,936	1,314	7,250	2,947	287	3,034	337	132	469	10,953
	%CT	81.9	18.1	100	91.1	8.9	100	71.9	28.1	100	
	%T	54.2	12.0		26.9	2.6		3.1	1.2		100
67-68	N	3,905	979	4,884	2,409	382	2,791	168	118	286	7,961
	%CT	80.0	20.0	100	86.3	13.7	100	58.7	41.3	100	
	%T	49.1	12.3		30.3	4.8		2.1	1.5		100
68-69	N	3,049	728	3,777	1,964	277	2,241	358	138	496	6,514
	%CT	80.7	19.3	100	87.6	12.4	100	72.2	27.8	100	
	%T	46.8	11.2		30.2	4.2		5.5	2.1		100
Total	N	16,365	3,570	19,935	9,281	1,084	10,365	1,142	464	1606	31,906
	%CT	82.1	17.9	100	89.5	10.5	100	71.1	28.9	100	
	%T	51.1	11.2		29.1	3.4		3.6	1.5		100

Printout Coordinates 721-723-641-643.

TABLE A-XVIII

DATE LAST EMPLOYED BY THOSE EVER GAINFULLY EMPLOYED

Year		69	68	67	66	65	64	63
65-66	N				745	3,565	358	163
	%				13.1	62.6	6.3	2.9
66-67	N			514	4,485	1,795	435	325
	%			5.5	48.4	19.4	4.7	3.5
67-68	N		1;117	2,682	989	539	175	132
	%		17.1	41.0	15.1	8.2	2.7	2.0
68-69	N	77	3,145	912	358	212	120	82
	%	1.4	57.3	16.6	6.5	3.9	2.2	1.5
Total	N	77	4,262	4,108	6,577	6,111	1,088	702
	%	.3	15.8	15.2	24.4	22.6	4.0	2.6

TABLE A-XXIII.--Continued

Year		62	61	60	55-59	50-54	Before 50	NR[a]	Total
65-66	N	138	81	94	207	106	119	123	5,699
	%	2.4	1.4	1.6	3.6	1.8	2.1	2.2	100
66-67	N	213	156	200	429	194	246	273	9,265
	%	2.3	1.7	2.2	4.6	2.1	2.7	2.9	100
67-68	N	124	93	129	239	109	99	110	6,537
	%	1.9	1.4	2.0	3.7	1.7	1.5	1.7	100
68-69	N	53	38	46	116	49	57	221	5,486
	%	1.0	.7	.8	2.1	.9	1.1	4.0	100
Total	N	528	368	469	991	458	521	727	26,987
	%	2.0	1.4	1.7	3.7	1.7	1.9	2.7	100

[a]NR = those ever gainfully employed minus those who responded.

Printout coordinates 721/724-738.

TABLE A-XXIV

PRESENT OCCUPATION

Year		Housewife	Clerical	Farm Labor	Domestic	Sales	Service Trades
65-66	N	1,330	126	12	496	62	316
	%	19.7	1.9	0.2	7.4	0.9	4.7
66-67	N	2,923	180	34	718	90	415
	%	25.4	1.6	0.2	6.2	0.8	3.6
67-68	N	2,262	167	14	625	56	328
	%	26.4	1.9	.2	7.3	.8	3.8
68-69	N	1,613	229	21	455	74	301
	%	22.7	3.2	.3	6.4	1.0	4.2
Total	N	8,128	702	81	2,294	282	1,360
	%	23.8	2.1	0.2	6.8	0.8	4.0

TABLE A-XXIV.--Continued

Year		Semi Skilled	Skilled Labor	Unskilled	Other	Unemployed	NR	Total
65-66	N	1,183	694	1,116	210	925	264	6,734
	%	17.6	10.3	16.6	3.1	13.7	3.9	100
66-67	N	1,741	970	1,826	458	1,930	246	11,531
	%	15.1	8.4	15.8	4.0	16.8	2.1	100
67-68	N	1,254	677	1,166	327	1,349	346	8,571
	%	14.6	7.9	13.6	3.8	15.7	4.0	100
68-69	N	1,001	601	1,071	350	1,170	230	7,116
	%	14.1	8.4	15.1	4.9	16.4	33	100
Total	N	5,179	2,942	5,179	1,345	5,374	1,086	33,952
	%	15.3	8.7	15.3	4.0	15.8	3.2	100

Printout coordinates 999/701-712

TABLE A-XXV

SUMMARY OF STUDENTS COMPLETING, NOT COMPLETING AND RECYCLING IN THE PROGRAM

Year		Completed	Not Completed	Recycled	Total
65-66	N	311	1,476	4,947	6,734
	%	4.7	21.9	73.4	100
66-67	N	551	4,442	6,538	11,531
	%	4.8	38.5	56.7	100
67-68	N	614	3,110	4,847	8,571
	%	7.2	36.3	56.5	100
68-69*	N	790	2,055	4,271	7,116
	%	11.1	28.9	60.0	100
Total	N	2,266	11,083	20,603	33,952
	%	6.7	32.6	60.7	100

*Data secured from revised print out.
Printout coordinates 999/865-867.

TABLE A-XXVI

REASONS FOR NOT COMPLETING PROGRAM

Year		Poor Motivation	Family Reasons	Employment	Moved	Illness	Hostility	Unknown	Total
65-66	N	54	80	240	166	107	4	825	1,476
	%	3.7	5.4	16.3	11.2	7.2	0.3	55.9	100
66-67	N	299	373	831	810	570	48	1,511	4,442
	%	6.7	8.4	18.7	18.2	12.8	1.1	34.1	100
67-68	N	186	240	504	408	239	1	1,532	3,110
	%	6.0	7.7	16.2	13.1	7.7	.0	49.3	100
68-69*	N	105	95	233	251	88	8	1,729	2,509
	%	4.2	3.8	9.2	10.0	3.5	.3	69.0	100
Total	N	644	788	1,808	1,635	1004	61	5,597	11,537
	%	5.6	6.8	15.7	14.2	8.7	0.5	48.5	100

*Data from revised printout.

Printout coordinates 999/868-875.

TABLE A-XXVII

ATTENDANCE (1ST 100 HOURS)

Year		Percent of Classes Attended During 1st 100 Hours						
		75+ %	50-75 %	25-50 %	Under 25 %	Never Attended	NR	Total
1965-66	N	3,290	1,448	1,020	1,337	109	241	7,445
	%	44.2	19.4	13.7	18.0	1.5	3.2	100
1966-67	N	2,800	2,550	1,947	1,928	41	766	10,032
	%	27.9	25.5	19.4	19.2	.4	7.6	100
1967-68	N	2,088	1,827	1,900	1,580	76	81	7,552
	%	27.5	24.2	25.3	20.9	1.0	1.1	100
1968-69	N	1,255	1,615	1,735	1,551	12	1	6,169
	%	20.3	26.2	28.2	25.1	.2	.0	100
Total	N	9,433	7,440	6,602	6,396	238	1,089	31,198
	%	30.2	23.8	21.2	20.5	.8	3.5	100

Printout Coordinates 999/910-915

TABLE A-XXVIII

ATTENDANCE (FIRST 100 HOURS) VS SEX

Year		Males 75+	50-75	25-50	Under 25	None	Cell Total
65-66	N	1,221	639	412	608	57	2,937
	%CT	41.6	21.8	14.0	20.7	1.9	100
	%T	17.8	9.3	6.0	8.9	.8	
66-67	N	1,032	1,031	803	766	18	3,650
	%CT	28.3	28.2	22.0	21.0	.5	100
	%T	11.2	11.2	8.7	8.3	.2	
67-68	N	602	569	706	629	26	2,532
	%CT	23.8	22.5	27.9	24.8	1.0	100
	%T	8.1	7.7	9.5	8.5	.3	
68-69	N	455	566	656	591	3	2,271
	%CT	20.1	24.9	28.9	26.0	.1	100
	%T	7.4	9.2	10.7	9.6	.0	
Total	N	3,310	2,805	2,577	2,594	104	11,390
	%CT	29.1	24.6	22.6	22.8	.1	100
	%T	11.2	9.5	8.6	8.7	.4	

TABLE A-XXVIII.--Continued

Year		Females 75+	50-75	25-50	Under 25	None	Cell Total	Total
65-66	N	1,757	766	618	726	56	3,923	6,860
	%CT	44.8	19.5	15.8	18.5	1.4	100	
	%T	25.6	11.2	9.0	10.6	.8		100
66-67	N	1,759	1,514	1,138	1,156	23	5,590	9,240
	%CT	31.4	27.1	20.4	20.7	.4	100	
	%T	19.0	16.4	12.3	12.5	.2		100
67-68	N	1,476	1,248	1,187	944	50	4,905	7,437
	%CT	30.2	25.4	24.2	19.2	1.0	100	
	%T	19.8	16.8	16.0	12.7	.6		100
68-69	N	791	1,040	1,074	951	9	3,865	6,136
	%CT	20.5	26.9	27.8	24.6	.2	100	
	%T	12.9	17.0	17.6	15.5	.1		100
Total	N	5,783	4,568	4,017	3,777	138	18,283	29,673
	%CT	31.6	25.0	22.0	20.7	.7	100	
	%T	19.5	15.4	13.5	12.7	.5		100

TABLE A-XXIX

ATTENDANCE (FIRST 100 HOURS) VS YEARS OF PREVIOUS SCHOOLING

School completed / % of classes attended		0-3 Years 75+	50-75	25-50	Under 25	None	Cell Total
65-66	N	424	747	950	626	197	2,944
	%CT	14.4	25.4	32.2	21.3	6.7	100
	%T	6.3	11.1	14.2	9.3	2.9	
66-67	N	363	361	257	259	6	1,246
	%CT	29.1	29.0	20.6	20.8	.5	100
	%T	4.0	4.0	2.8	2.8	.06	
67-68	N	168	151	162	123	3	607
	%CT	27.6	24.9	26.7	20.3	.5	100
	%T	2.3	2.1	2.2	1.7	.0	
68-69	N	90	102	125	105		422
	%CT	21.3	24.2	29.6	24.9		100
	%T	1.5	1.7	2.1	1.8		
Total	N	1,045	1,361	1,494	1,113	206	5,219
	%CT	20.0	26.1	28.7	21.3	3.9	100
	%T	3.6	4.7	5.1	3.8	.7	

TABLE A-XXIX.--Continued

Year	School completed	4-6 years					
	% of classes attended	75+	50-75	25-50	Under 25	None	Cell Total
65-66	N	165	366	469	283	101	1,384
	%CT	11.9	26.4	33.9	20.4	7.4	100
	%T	2.4	5.4	6.9	4.2	1.6	
66-67	N	743	686	494	475	13	2,411
	%CT	30.8	28.5	20.5	19.7	.5	100
	%T	8.2	7.5	5.4	5.2	.14	
67-68	N	568	494	483	432	16	1,993
	%CT	28.5	24.8	24.2	21.7	.8	100
	%T	7.8	6.8	6.6	5.9	.2	
68-69	N	305	355	362	351	3	1,376
	%CT	22.2	25.8	26.3	25.5	.2	100
	%T	5.1	5.9	6.0	5.9	.1	
Total	N	1,781	1,901	1,808	1,541	133	7,164
	%CT	24.9	26.5	25.2	21.5	1.9	100
	%T	6.1	6.5	6.2	5.3	.5	

TABLE A-XXIX.--Continued

Year	School completed % of classes attended	7-9 years 75+	50-75	25-50	Under 25	None	Cell Total
65-66	N	111	255	361	218	52	997
	%CT	11.1	25.6	36.2	21.9	5.2	100
	%T	1.6	3.8	5.3	3.2	.8	
66-67	N	898	818	686	664	12	3,078
	%CT	29.1	26.6	22.3	21.6	.4	100
	%T	9.9	9.0	7.5	7.3	.13	
67-68	N	709	597	690	544	30	2,570
	%CT	27.6	23.2	26.8	21.2	1.2	100
	%T	9.7	8.2	9.4	7.4	.4	
68-69	N	463	558	590	543	3	2,157
	%CT	21.5	25.9	27.4	25.2	.1	100
	%T	7.7	9.3	9.9	9.1	.1	
Total	N	2,181	2,228	2,327	1,969	97	8,802
	%CT	24.8	25.3	26.4	22.4	1.1	100
	%T	7.5	7.6	8.0	6.8	.3	

TABLE A-XXIX.--Continued

Year	School completed	10-12 years					
	% of classes attended	75+	50-75	25-50	Under 25	None	Cell Total
65-66	N	137	346	473	288	68	1,312
	%CT	10.4	26.4	36.1	22.0	5.1	100
	%T	2.0	5.1	7.0	4.3	1.0	
66-67	N	614	497	387	400	7	1,905
	%CT	32.2	26.1	20.3	21.0	.4	100
	%T	6.8	5.5	4.3	4.4	.07	
67-68	N	514	443	446	363	20	1,786
	%CT	28.8	24.8	25.0	20.3	1.1	100
	%T	7.0	6.0	6.1	5.0	.3	
68-69	N	305	455	517	434	5	1,716
	%CT	17.8	26.5	30.1	25.3	.3	100
	%T	5.1	7.6	8.6	7.3	.1	
Total	N	1,570	1,714	1,823	1,485	100	6,719
	%CT	23.4	25.9	27.1	22.1	1.5	100
	%T	5.4	6.0	6.3	5.0	.3	

TABLE A-XXIX.--Continued

Year	School completed / % of classes attended	12+ years 75+	50-75	25-50	Under 25	None	Cell Total	Total
65-66	N	13	32	35	22	10	112	6,749
	%CT	11.6	28.6	31.3	19.6	8.9	100	
	%T	.2	.5	.5	.3	.1		100
66-67	N	139	134	91	86	2	452	9,092
	%CT	30.9	29.6	20.1	19.0	.4	100	
	%T	1.5	1.5	1.0	1.0	.0		100
67-68	N	96	101	84	72	4	357	7,313
	%CT	26.9	28.3	23.5	20.2	1.1	100	
	%T	1.3	1.4	1.1	1.0	.1		100
68-69	N	63	95	86	68	1	313	5,984
	%CT	20.1	30.4	27.5	21.7	.3	100	
	%T	1.0	1.6	1.4	1.1	.0		100
Total	N	311	362	296	248	17	1,234	29,138
	%CT	25.2	29.3	24.0	20.1	1.4	100	
	%T	1.1	1.2	1.0	.9	.1		100

Printout coordinates 200-213/910-914.

TABLE A-XXX

READING GROWTH AFTER FIRST 100 INSTRUCTIONAL HOUR PERIOD

Year		Growth Rate in Grade Levels			
		0.0	0.5-1.5	2.0 or more	Total
65-66	N	1,007	1,630	88	2,725
	%	37.0	59.8	3.2	100
66-67	N	1,228	1,861	248	3,337
	%	36.8	55.8	7.4	100
67-68	N	923	1,759	281	2,963
	%	31.2	59.4	9.4	100
68-69	N	708	1,137	107	1,952
	%	36.3	58.2	5.5	100
Total	N	3,866	6,357	724	10,977
	%	35.3	58.0	6.7	100

TABLE A-XXXI

READING GROWTH (FIRST 100 HOURS) VS AGE

Year		Under 20				20-34			
		0.0	0.5-1.5	2.0 or more	Cell Total	0.0	0.5-1.5	2.0 or more	Cell Total
65-66	N	53	142	9	204	370	638	36	1,044
	%CT	26.0	69.6	4.4	100	35.4	61.2	3.4	100
	%T	2.1	5.5	.3		14.3	24.8	1.4	
66-67	N	107	171	27	305	525	804	95	1,424
	%CT	35.1	56.0	8.9	100	36.9	56.5	6.6	100
	%T	3.2	5.2	.8		15.9	24.3	2.9	
67-68	N	116	180	12	308	434	873	166	1,473
	%CT	37.7	58.4	3.9	100	29.5	59.3	11.2	100
	%T	4.0	6.2	.4		14.8	29.8	5.7	
68-69	N	85	186	9	280	338	514	48	900
	%CT	30.4	66.4	3.2	100	37.6	57.1	5.3	100
	%T	4.4	9.6	.5		17.5	26.5	2.5	
Total	N	361	679	57	1,097	1,667	2,829	345	4,841
	%CT	32.9	61.9	5.2	100	34.4	58.4	7.2	100
	%T	3.4	6.3	.5		15.5	26.3	3.2	

TABLE A-XXXI.--Continued

Year		35-49				50 or older				Total
		0.0	0.5-1.5	2.0 or more	Cell Total	0.0	0.5-1.5	2.0 or more	Cell Total	
65-66	N	324	507	32	863	197	259	14	470	2,581
	%CT	37.5	58.8	3.7	100	41.9	55.1	3.0	100	
	%T	12.6	19.6	1.2		7.6	10.1	.5		100
66-67	N	393	565	75	1033	195	302	49	546	3,308
	%CT	38.0	54.7	7.3	100	35.7	55.3	9.0	100	
	%T	11.9	17.0	2.3		5.9	9.1	1.5		100
67-68	N	275	533	83	891	91	150	13	254	2,926
	%CT	30.9	59.8	9.3	100	35.8	59.1	5.1	100	
	%T	9.4	18.2	2.8		3.1	5.2	.4		100
68-69	N	226	333	38	597	52	95	9	156	1,933
	%CT	37.9	55.8	6.3	100	33.3	60.9	5.8	100	
	%T	11.7	17.2	2.0		2.7	4.9	.5		100
Total	N	1218	1938	228	3384	535	806	85	1426	10,748
	%CT	36.0	57.3	6.7	100	37.5	56.5	6.0	100	
	%T	11.3	18.0	2.1		5.0	7.6	.8		100

Printout coordinates 300-309/506-515.

TABLE A-XXXII

READING GROWTH VS SEX (FIRST 100 HOURS)

Years		Reading Growth in Grade Levels								Total
		Male				Female				
		0.0	0.5-1.5	2.0+	Cell Total	0.0	0.5-1.5	2.0+	Cell Total	
65-66	N	373	613	38	1,024	579	861	53	1,493	2,517
	%CT	36.4	59.9	3.7	100	38.8	57.7	3.5	100	
	%T	14.8	24.4	1.5		23.0	34.2	2.1		100
66-67	N	521	745	92	1,358	705	1,115	154	1,974	3,332
	%CT	38.4	54.9	6.7	100	35.7	56.5	7.8	100	
	%T	15.6	22.4	2.8		21.2	33.4	4.6		100
67-68	N	290	470	53	813	629	1,281	222	2,132	2,945
	%CT	35.7	57.8	6.5	100	29.5	60.1	10.4	100	
	%T	9.8	16.0	1.8		21.4	43.5	7.5		100
68-69	N	251	348	42	641	456	780	65	1,301	1,942
	%CT	39.2	54.3	6.5	100	35.0	60.0	5.0	100	
	%T	12.9	17.9	2.2		23.5	40.2	3.3		100
Total	N	1,435	2,176	225	3,836	2,369	4,037	494	6,900	10,736
	%CT	37.4	56.7	5.9	100	34.3	58.5	7.2	100	
	%T	13.4	20.2	2.1		22.1	37.6	4.6		100

Printout coordinates 300-309/521-522.

TABLE A-XXXIII

READING GROWTH (1ST 100 HOURS) IN GRADE LEVELS VS. VARIOUS YEARS OF PREVIOUS SCHOOLING

Year	Schooling / Reading	0-3				4-6			
		0.0	0.5-1.5	2.0+	CT	0.0	0.5-1.5	2.0+	CT
1965-66	N	138	195	7	340	231	396	17	644
	%CT	40.6	57.4	2.0	100	35.9	61.5	2.6	100
	%T	5.4	7.6	.3		9.0	15.4	.7	
1966-67	N	169	207	18	394	302	409	40	751
	%CT	42.9	52.5	4.6	100	40.2	54.5	5.3	100
	%T	5.2	6.3	.6		9.2	12.5	1.2	
1967-68	N	83	88	6	177	206	387	27	620
	%CT	46.9	49.7	3.4	100	33.2	62.4	4.4	100
	%T	2.8	3.0	.2		7.1	13.3	.9	
1968-69	N	30	42	1	73	122	159	20	301
	%CT	41.1	57.5	1.4	100	40.5	52.8	6.7	100
	%T	1.6	2.2	.0		6.4	8.3	1.0	
Total	N	420	532	32	984	861	1,351	104	2,316
	%CT	42.7	54.1	3.2	100	37.2	58.3	4.5	100
	%T	3.9	5.0	.3		8.1	12.7	1.0	

TABLE A-XXXIII.--Continued

Year	Schooling Reading	7-9 0.0	7-9 0.5-1.5	7-9 2.0+	7-9 CT	10-12 0.0	10-12 0.5-1.5	10-12 2.0+	10-12 CT
1965-66	N	344	520	32	896	167	335	29	531
	%CT	38.4	58.0	3.6	100	31.5	63.0	5.5	100
	%T	13.4	20.2	1.2		6.5	13.0	1.1	
1966-67	N	414	669	104	1,187	267	441	77	785
	%CT	34.9	56.4	8.7	100	34.0	56.2	9.8	100
	%T	12.6	20.4	3.2		8.1	13.4	2.3	
1967-68	N	342	647	98	1,087	245	533	108	886
	%CT	31.5	59.5	9.0	100	27.7	60.1	12.2	100
	%T	11.7	22.2	3.4		8.4	18.3	3.7	
1968-69	N	271	450	43	764	232	403	35	670
	%CT	35.5	58.9	5.6	100	34.6	60.2	5.2	100
	%T	14.2	23.5	2.3		8.4	21.1	1.8	
Total	N	1,571	2,286	277	3,934	911	1,712	249	2,872
	%CT	39.9	58.1	7.0	100	31.7	59.6	8.7	100
	%T	14.7	21.4	2.6		8.5	16.0	2.4	

TABLE A-XXXIII.--Continued

Year	Schooling / Reading	12+ 0.0	12+ 0.5-1.5	12+ 2.0+	12+ CT	Total
1965-66	N	59	94	6	159	2,570
	%CT	37.1	59.1	3.8	100	
	%T	2.3	3.7	.2		100
1966-67	N	56	99	7	162	3,279
	%CT	34.6	61.1	4.3	100	
	%T	1.8	3.0	.2		100
1967-68	N	34	76	37	147	2,917
	%CT	23.1	51.7	25.2	100	
	%T	1.2	2.6	1.2		100
1968-69	N	39	59	5	103	1,911
	%CT	37.9	57.3	4.8	100	
	%T	2.0	3.2	.3		100
Total	N	188	328	55	571	10,677
	%CT	32.9	57.5	9.6	100	
	%T	1.8	3.1	.5		100

Printout Coordinates 300-309/200-213

TABLE A-XXXIV

READING GROWTH (FIRST 100 HOURS) VS ATTENDANCE (FIRST 100 HOURS)

Year	% of classes attended / Grade levels Advanced	75+% 0.0	75+% 0.5 1.5	75+% 2.0 or more	75+% Cell Total	50-75% 0.0	50-75% 0.5 1.5	50-75% 2.0 or more	50-75% Cell Total
65-66	N	725	1,237	57	2,019	252	391	27	670
	%CT	35.9	61.3	2.8	100	37.6	58.4	4.0	100
	%T	24.1	41.0	1.9		8.4	13.0	.9	
66-67	N	463	857	107	1,427	417	630	46	1,093
	%CT	32.4	60.1	7.5	100	38.2	57.6	4.2	100
	%T	14.5	26.8	3.4		13.1	19.7	1.4	
67-68	N	373	829	152	1,354	276	554	77	907
	%CT	27.5	61.2	11.3	100	30.4	61.1	8.5	100
	%T	12.6	28.1	5.2		9.4	18.8	2.6	
68-69	N	221	401	47	669	221	419	31	671
	%CT	33.0	59.9	7.0	100	32.9	62.5	4.6	100
	%T	11.3	20.7	2.4		11.3	21.5	1.6	
Total	N	1,782	3,324	363	5,469	1,166	1,994	181	3,341
	%CT	32.6	60.8	6.6	100	34.9	59.7	5.4	100
	%T	16.1	29.9	3.3		10.5	18.0	1.6	

TABLE A-XXXIV.--Continued

Year	% of classes attended	25-50%				Under 25%				Total
	Grade levels Advanced	0.0	0.5 1.5	2.0 or more	Cell Total	0.0	0.5 1.5	2.0 or more	Cell Total	
65-66	N	87	119	10	216	39	62	4	105	3,010
	%CT	40.3	55.1	4.6	100	37.1	59.1	3.8	100	
	%T	2.9	4.0	.3		1.3	2.1	.1		100
66-67	N	213	227	40	480	83	80	29	192	3,192
	%CT	44.4	47.3	8.3	100	43.2	41.7	15.1	100	
	%T	6.7	7.1	1.3		2.6	2.5	.9		100
67-68	N	199	288	35	522	77	79	12	168	2,951
	%CT	38.1	55.2	6.7	100	45.8	47.1	7.1	100	
	%T	6.6	9.8	1.2		2.6	2.7	.4		100
68-69	N	172	243	20	435	93	73	8	174	1,949
	%CT	39.5	55.9	4.6	100	53.4	42.0	4.6	100	
	%T	8.8	12.5	1.0		4.8	3.7	.4		100
Total	N	671	877	105	1,653	292	294	53	639	11,102
	%CT	40.6	53.1	6.3	100	45.7	46.0	8.3	100	
	%T	6.0	7.9	1.0		2.6	2.6	.5		100

Printout coordinates 300-309/910-914.

TABLE A-XXXV

READING LEVEL (FIRST 100 HOURS) VS. CLASS LEVEL

Year	Class Growth	Non-English 0.0	Non-English 0.5-1.5	Non-English 2.0+	Non-English CT	Basic 0.0	Basic 0.5-1.5	Basic 2.0+	Basic CT
1965-66	N	152	280	14	446	195	275	4	474
	%CT	34.1	62.8	3.1	100	41.1	58.1	.8	100
	%T	5.9	10.8	.5		7.5	10.6	.2	
1966-67	N	226	291	43	560	303	431	31	765
	%CT	40.4	51.9	7.7	100	39.6	56.3	4.1	100
	%T	6.9	8.9	1.3		9.3	13.2	.9	
1967-68	N	116	267	27	410	164	297	23	484
	%CT	28.3	65.1	6.6	100	33.9	61.4	4.8	100
	%T	4.0	9.3	.9		5.8	10.3	.8	
1968-69	N	57	77	9	143	100	182	18	300
	%CT	39.9	53.8	6.3	100	33.3	60.7	6.0	100
	%T	3.0	4.1	.5		5.3	9.6	1.0	
Total	N	551	915	93	1,559	762	1,185	76	2,023
	%CT	35.3	58.7	6.0	100	37.7	58.6	3.7	100
	%T	5.2	8.6	.9		7.2	11.2	.7	

TABLE A-XXXV.--Continued

Year	Class Growth	Primary 0.0	Primary 0.5-1.5	Primary 2.0+	Primary CT	Intermediate 0.0	Intermediate 0.5-1.5	Intermediate 2.0+	Intermediate CT
1965-66	N	169	290	10	469	251	405	28	684
	%CT	36.0	61.9	2.1	100	36.7	59.2	4.1	100
	T	6.5	11.2	.4		9.7	15.8	1.1	
1966-67	N	186	331	28	545	287	464	53	804
	%CT	34.1	60.8	5.1	100	35.7	57.7	6.6	100
	T	5.7	10.1	.9		8.8	14.2	1.6	
1967-68	N	148	277	23	448	289	498	129	916
	%CT	33.0	61.8	5.2	100	31.6	54.4	14.0	100
	T	5.1	9.7	.8		10.0	17.3	4.5	
1968-69	N	94	179	15	288	261	368	30	659
	%CT	32.6	62.2	5.2	100	39.6	55.8	4.6	100
	T	5.0	9.5	.8		.8	19.5	1.6	
Total	N	597	1,077	76	1,750	1,088	1,735	240	3,063
	%CT	34.1	61.6	4.3	100	35.5	56.7	7.8	100
	T	5.6	10.1	.7		10.3	16.3	2.3	

TABLE A-XXXV.--Continued

Year	Class Growth	Upper 0.0	Upper 0.5-1.5	Upper 2.0+	CT	Total
1965-66	N	180	297	34	511	2,584
	%CT	35.2	58.1	6.7	100	
	%T	7.0	11.5	1.3		100
1966-67	N	201	308	88	597	3,271
	%CT	33.7	51.6	14.7	100	
	%T	6.1	9.4	2.7		100
1967-68	N	166	377	76	619	2,877
	%CT	26.8	60.9	12.3	100	
	%T	5.8	13.1	2.6		100
1968-69	N	168	296	35	499	1,889
	%CT	33.7	59.3	7.0	100	
	%T	8.9	15.7	1.9		100
Total	N	715	1,278	233	2,226	10,621
	%CT	32.1	57.4	10.5	100	
	%T	6.7	12.0	2.2		100

Printout Coordinates 100-104/300-309

TABLE A-XXXVI

READING GROWTH VS. ARITHMETIC GROWTH

Year	Reading / Arithmetic	0.0	0.5-1.5	2.0+	Cell Total	0.0	0.5-1.5	2.0+	Cell Total
		0.0				0.5-1.5			
1965-66	N	448	510	11	969	608	974	55	1,637
	%CT	46.2	52.7	1.1	100	37.1	59.5	3.4	100
	%T	16.7	19	.4		22.7	36.2	2.0	
1966-67	N	638	401	26	1,065	494	1,090	71	1,655
	%CT	59.9	37.7	2.4	100	29.8	65.9	4.3	100
	%T	22.1	13.9	.9		17.1	37.7	2.5	
1967-68	N	484	373	29	886	473	1,149	81	1,703
	%CT	54.6	42.1	3.3	100	27.8	67.5	4.7	100
	%T	16.9	13.1	1.0		16.6	40.2	2.8	
1968-69	N	343	286	24	653	318	719	60	1,097
	%CT	52.5	43.8	3.7	100	29.0	65.5	5.5	100
	%T	18.5	15.4	1.3		17.2	38.8	3.2	
Total	N	1,913	1,570	90	3,573	1,893	3,932	267	6,092
	%CT	53.6	43.9	2.5	100	31.1	64.5	4.4	100
	%T	18.6	15.3	.9		18.4	38.2	2.6	

TABLE A-XXXVI.--Continued

Year	Reading Arithmetic	2.0+ 0.0	0.5-1.5	2.0+	Cell Total	Total
1965-66	N	13	47	18	78	2,684
	%CT	16.7	60.3	23.0	100	
	%T	.5	1.8	.7		100
1966-67	N	25	89	52	166	2,886
	%CT	15.0	53.7	31.3	100	
	%T	.9	3.1	1.8		100
1967-68	N	40	124	105	269	2,858
	%CT	14.9	46.1	39.0	100	
	%T	1.4	4.3	3.7		100
1968-69	N	27	53	23	103	1,853
	%CT	26.2	51.5	22.3	100	
	%T	1.5	2.9	1.2		100
Total	N	105	313	198	616	10,281
	%CT	17.1	50.8	32.1	100	
	%T	1.1	3.0	1.9		100

Printout Coordinates

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